

The Sixth Form

THE

SIXTH FORM

PROSPECTUS

For September 2025 Entry



The Sixth Form

**Beaminster School and
The Sir John Colfox Academy**



The Sixth Form





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INTRODUCTION

We have a well established reputation for helping students achieve their potential and for the wide range of A level courses we offer, including the BTEC Extended Diploma in Sport.

The Joint Sixth Form is a lively, friendly and positive community where you can achieve excellent academic qualifications and enhance your social and personal skills. The Sixth Form is very well known in the local area, having successfully served students for many decades.

At the very heart of what we provide is excellent teaching and learning. Students in the Sixth Form are able to benefit from the expertise of two different school communities, whilst maintaining their own clear identity as students of their local school. Our unique make up as a Joint Sixth Form means you will benefit from the very best our schools offer.

What really sets us apart is the **level of support our students receive in achieving their academic ambitions.** The pastoral care in the Sixth Form is based upon knowing our students well - both as a learner and an individual. Your own personal tutor, an effective tutorial programme, support for independent study and regular contact with your parents all help to ensure you will thrive and leave us as adults with excellent prospects.

Staff are always keen to help and will support you both academically and personally. We endeavour to ensure that you are able to grow into confident young adults, aware of your skills and with the confidence to flourish in any environment. You will be fully supported in making career choices and completing university and other applications.

Our support through UCAS is widely praised by our students and the success they enjoy in securing places on the courses and at universities of their choosing speaks volumes. We enjoy excellent links with universities up and down the country including Oxbridge and many 'Russell Group' institutions.

We have always encouraged **a commitment to the community and to the service of others.** Our "Give Back" programme is where students support the school or local community, and this goes right through to international projects, for example, with trips to New York, Rome and Iceland, amongst others.

Sixth Form students mentor younger students in their school and develop a range of other responsibilities, for example, running their own societies as part of the Student Union. There **are also a wide range of extra curricular activities on offer.** Previously students have established debating societies, film clubs, sports coaching, eco-clubs and Human Rights panels. We encourage any ideas that help enrich the lives of all students.

We very much hope that these course details will provide an insight in to our successful and enjoyable Sixth Form, and to some of the opportunities which are available to you. The best way to find out more is to speak with some of our current students. We are very ambitious for our students and very proud of our Sixth Form. We would be delighted to talk to you about your future and invite you to share in that success.

Mr Keith Hales, Head of Beaminster School and Mr Adam Shelley, Head of The Sir John Colfox Academy

"Sixth Form students learn the academic language needed to prepare them for higher education. This includes reading academic journals."

"Subject curriculums set out the knowledge that is important for pupils to learn each year. This helps pupils to build on their learning from Year 7 through to Year 13."

"Students in the Sixth Form value the individual mentoring with their tutors. They make informed choices about their next steps into education, apprenticeships, and employment. The personal, social and health education programme continues in the Sixth Form. Students are prepared well for adult life."

Beaminster School,
Ofsted 2023

"The school is ambitious for its pupils, what pupils learn is more than just preparation for exams."

"Curriculum changes reflect the school's ambition for its pupils to achieve more highly."

"Students value the strong relationships they have with adults."

The Sir John Colfox Academy,
Ofsted 2023



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GUIDE TO QUALIFICATIONS

The following information may be useful when deciding which course is right for you. It is important to maintain a broad range of subjects. If you are in any doubt, you should contact your Head of Sixth Form for further help and advice.

BTECs

There are different types of BTEC: certificates, awards, diplomas and extended diplomas. Check the level you are applying for carefully so that you are aware of the value of the course you have chosen. You may need to supplement your choice with additional A Levels.

We offer BTEC Sport at two levels: the Diploma (equivalent to 2 A Levels) and the Extended Diploma (equivalent to 3 A Levels).

Our Extended Certificate in Professional Cookery is equivalent to 1 A Level. Students opting for a BTEC Diploma should study extra A Levels to the equivalent of taking three A Levels.

Some students may be able to go straight to Level 2, or even Level 3, which are more academic and therefore more challenging.

Level 3 certificates are equivalent to A Level and have corresponding entry requirements.

A Levels

Students entering the Sixth Form are offered flexible programmes of study to match their individual abilities, interests and future career or study plans.

A Levels are a Level 3 qualification, ideally suited for progression on to further education such as a degree at university. However, some students will follow alternative pathways into work or apprenticeships after studying A Levels.

We offer two year linear A Levels, with courses running across both Years 12 and 13 and examinations taken at the end of Year 13.

What is the grading system?

A Levels are graded A* to E and BTECs are graded Pass, Merit, Distinction and Distinction*.

For the purpose of applying to university, grades can be given as a 'points score'. When students apply to university, they may be made offers which are expressed as points scores. Visit www.ucas.com for more information on point scores, also known as tariffs.



ALL our courses will only run subject to sufficient numbers to make them viable. The option blocks will be published just before Easter.

On your application form, please remember to indicate your **order of preference for subjects**, as this information is then used when setting the option blocks. Apply early as some subjects fill up quickly!

Full prospectus details, including course outlines for all individual subjects are available digitally on both school websites, or hard copies can be obtained from school receptions.

www.beaminster.dorset.sch.uk

www.colfox.org



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ENTRY AND OTHER INFORMATION

The Joint Sixth Form

A Levels

Choose (at least)
3 A Levels

And / Or

Entry = 5 GCSE grades 9-5

**BTEC National
Diplomas
(Sport/Food)**

Level 3
Choose 1 BTEC
PLUS 1 A Level

The Joint Sixth Form can offer something for everyone through one of these pathways.

Resitting English and Maths GCSEs

Obtaining a pass (9 - 4) in English and Maths can be crucial for all students in their short and longer term future. Most universities and occupations require a pass in these subjects.

Students joining the Sixth Form who have not obtained a pass in English and / or Maths will therefore, by law, be expected to re-sit these subjects during their time in the Sixth Form.

There will be timetabled lessons and help and support available, but students are expected to take responsibility for this. Revision, practising past papers and requesting additional explanation are all expected of those retaking subjects.

Help and Advice

Students studying at Level 3 (A levels and BTEC National Diploma) will notice a significant rise in the standard and difficulty of work compared to Level 2 (GCSEs and BTEC First Awards).

For this reason, subject leaders may advise that in order to be successful in their subject at A Level it is preferable to have achieved a particular grade in the subject at GCSE level. However, this is not always the case, and students considering their options should always **talk to subject staff** when making their choices.

Where a course is new and has not been offered at GCSE, students should talk to the members of staff who deliver the course to help assess their level of suitability and whether the subject would be an appropriate choice for them.

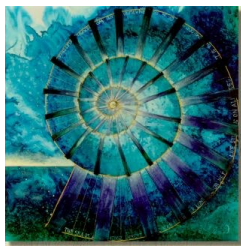
Progression

Students should also consider what they wish to do with their qualifications at the end of the two years and should reflect on the overall "balance" of their courses. If a student has a very clear idea of their likely progression route after Sixth Form, they should check that the subjects they have chosen will allow them to follow this. For example, if a student wishes to study medicine, then A Levels in Biology and Chemistry are required in almost all cases.

It is never too early to access the UCAS website to see what university courses specify as their entry requirements. This includes checking any subjects that will not be recognised, as well as any preferred subjects.

The final decision concerning a student's entry on to a course rests with their Head of Sixth Form.





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COURSES FOR SEPTEMBER 2025

A Level Courses

Art and Design
Biology
Business
Chemistry
Computer Science
Drama and Theatre
DT Fashion and Textiles
DT Product Design
English Language
English Literature
Film Studies
French
Further Maths
Geography
History
Maths
Music Technology
Philosophy and Ethics (RS)
Photography
Physical Education
Physics
Psychology
Sociology
Spanish

BTEC Diplomas

Sport (Extended Diploma, equivalent to 3 A Levels)
Sport (National Diploma, equivalent to 2 A Levels)

Other Courses

Ancient History
Core Maths
Extended Certificate in Professional Cookery
Extended Project Qualification (EPQ)
Financial Studies

Subject Details

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www.beaminster.dorset.sch.uk

www.colfox.org



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Summary of Entry Requirements

A LEVEL / BTEC COURSES	Minimum Sixth Form entry requirement is 5 GCSEs grades 9-5
Art and Design	Art GCSE minimum Grade 5
Biology	Minimum Grade 6 in two science GCSE subjects and GCSE Maths Grade 6
Business	Minimum 6th form entry requirements inc GCSE English and Maths Grade 5
Chemistry	Minimum Grade 6 in two science GCSE subjects and GCSE Maths Grade 6
Computer Science	Minimum 6th form entry requirements including GCSE Maths Grade 5
Drama and Theatre	Minimum 6th form entry requirements including GCSE English Grade 5 Drama GCSE is an advantage
DT Fashion and Textiles	Design and Technology Grade 5 in any area or equivalent qualification
DT Product Design	Design and Technology Grade 5 in any area or equivalent qualification
English Language	GCSE English Language minimum Grade 5
English Literature	GCSE English Literature minimum Grade 6
Film Studies	English Literature or English Language GCSE Grade 5
French	French GCSE Grade 6
Further Maths	Maths GCSE Grade 7
Geography	Geography GCSE Grade 6
History	History GCSE Grade 6
Maths	Maths GCSE Grade 7
Music Technology	Minimum 6th form entry requirements. Music GCSE Grade 5 would be an advantage and students should be of a good performance standard in music
Philosophy and Ethics	Minimum 6th form entry requirements with English Grade 5
Photography	Minimum 6th form entry requirements. GCSE Art is an advantage
PE	GCSE PE Grade 5. A sport must be played and practised outside of school for the duration of the 2 year course
Physics	Minimum Grade 6 in two science GCSE subjects and GCSE Maths Grade 6
Psychology	Minimum 6th form entry requirements
Sociology	GCSE English Literature or English Language Grade 5
Spanish	Spanish GCSE Grade 6
OTHER COURSES	
Ancient History	GCSE English Language Grade 6.
BTEC Sport	Minimum 6th form entry requirements including GCSE PE Grade 5 Equivalent to 2 and 3 A Levels depending on option)
Core Maths	Minimum 6th form entry requirements including GCSE Maths Grade 4
EPQ	Minimum 6th form entry requirements
Extended Certificate in Professional Cookery	GCSE Food and Nutrition Grade 5 or equivalent qualification (Equivalent to 1 A Level)
Financial Studies	GCSE Grade 4 in both English and Maths



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STUDENT PERSPECTIVES

Being a Sixth Form student can be a very different experience from studying lower down the school. Some comments from our current students, reflecting on their experiences of life as a Sixth Former.

"I really like the mix of schools. There are new people to get to know and new approaches to teaching which means you get a real variety." **Nelly**

"I've had a lot of help getting used to the amount of work I need to do. It's hard work, but you get support" **Noah**

"Sixth Form is definitely a step up from GCSE but you're given so much help and support. I'm loving it!" **Harry**

"You get to meet new people. We have plenty of space in the common room and study room, which provides a really good working environment" **Frankie**

"I thought about other places to study but the Joint Sixth Form just made complete sense. You get great teaching, great support and it gets great results. It's a no-brainer, really" **Eddie**



"The Photography Suite and facilities are excellent" **Erin**

"The support you get to pick what is the right course for you is great" **Jacob**

"Having new and different teachers means that we learn in new ways" **Charlie**

"It's a great mix of the familiar and the new - perfect, really" **Stan**

"Field trips are excellent and really help develop understanding of the subject" **Megan**

"Sixth Form allows you to be more independent and work in different ways" **Kitty**

"The enrichment courses, such as EPQ, provide you with great real world skills and knowledge" **Archie**

"There are lots of extra-curricular activities and opportunities to get together—like the Christmas party. It's good fun!" **Dylan**

"The tutors are always really helpful" **Finn**

"Having the two sites is great. You get different approaches to teaching and can make new friends" **Amy**

"I like the sport that we do on Wednesdays. It's not compulsory, but most of us get stuck in!" **Zac**

"The help you get from your tutor is really good. They know you and know how to help" **Charlie**

"I love my subjects. They've what I've been wanting to study and I'm going to carry on to university" **Matt**

"I've used my free time in the study room. It's quiet and I can get a lot done" **Emilie**





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STUDENT DESTINATIONS

We are very proud of our proven track record of success in examinations. Government data shows that our students achieve better results in their A Level studies than predicted based on their GCSE results. This is very important to us and means that our students make excellent progress.

University destinations and course choices of some of last year's students:

Aberystwyth University	Creative Writing
Bath Spa University	Criminology
Bournemouth Arts University	Photography
Bournemouth University	Marketing Communications with Digital Media
Bournemouth University	Economics
Bristol UWE	Illustration
Bristol UWE	Interior Design
Bristol UWE	English Literature
Bucks New University	Counselling and Psychotherapy with Foundation Year
Cardiff Metropolitan University	Sports and Exercise
Cardiff Metropolitan University	Psychology
Cardiff Metropolitan University	Medicinal Chemistry
Cardiff University	Chemistry
Cardiff University	Environmental Geography
Cardiff University	Financial Maths
Cardiff University	Law
Edge Hill University	Nursing (Mental Health)
Exeter University	Biological Sciences
Exeter University	History
Falmouth University	Musical Theatre
Glasgow University	Theatre Studies
Goldsmiths, London	Drama, Musical Theatre
Imperial College	Medical Biosciences
King's College, London	Mathematics
Kingston University	Forensic Science
Oxford Brookes University	Paramedic Science
Plymouth Marjon	Journalism
Plymouth University	Biological Sciences
Plymouth University	Biomedical Sciences
Plymouth University	Creative Media with Foundation
Plymouth University	Education with Foundation
Plymouth University	Psychology with Integrated Foundation Year
Royal Holloway	Economics and Management (with a year in Business)
Royal Holloway	History
Royal Holloway	Psychology, Clinical and Cognitive Neuroscience
St Mary's University	Film Studies
UCL	Archaeology and Anthropology
University of Hertfordshire	Extended Degree Science, Biomed and Healthcare
University for Creative Arts	Jewellery and Silversmithing
University of Manchester	Spanish, Portuguese and Latin American Studies
Weymouth College	Art Foundation
Winchester University	Physiotherapy
Yeovil College University	Childhood Studies

Other destinations

Apprenticeships, employment, gap year and travelling, work experience



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ADDITIONAL INFORMATION

Beaminster School and The Sir John Colfox Academy Joint Sixth Form 16-19 Bursary Fund

(Information correct at time of publication (November 2024) but may change subject to Government policy)

**Students can apply for a bursary in the Summer Term of Year 11
and will have their awards confirmed in September.
Payment will be made following Sixth Form enrolment.**

Are you eligible?

You must be under 19 on 31st August in the academic year you start your programme of study.

- Young people in care, care leavers, young people in receipt of Income Support and disabled young people in receipt of Employment Support Allowance who are **also** in receipt of Disability Living Allowance or Personal Independent Payment will be eligible to receive a bursary of £1,200 a year.
- In addition, those students who receive a universal credit payment in their own name, and students who are disabled and receive Employment Support Allowance and a personal independence payment in their own name may also be eligible for this bursary.

Students who are in a household with an annual income below a set figure are invited to apply for a discretionary bursary (please see the school website for current information).

- If your application for a bursary is successful an award will be made termly in arrears through the year, unless your request is for a single award to help with equipment costs. In some cases "in kind" payments may be more suitable (e.g. transport passes or equipment/books the school can buy in bulk).
- Payments are conditional on good attendance, including punctuality and a good approach to study.
- All absences must be properly notified and authorised by calling the school each day of absence.
- Known absences (e.g. medical appointments, university visits etc) should be notified in advance of the date of the event. Students should be punctual to registration and lessons and there should be no 'lates' reported. Holidays during term time and prolonged medical absences will not be paid as the bursary is awarded to support participation in education.
- Behaviour and effort in lessons are also conditions of payment and negative feedback from teaching staff will result in bursary payments being declined.
- Books, reference materials and non-consumable equipment purchased by the school will be the property of the school and must be returned to the school at the end of the course.
- Support is subject to funds being available at the time your application is received and assessed. This is a limited fund and once exhausted no further funding will be available. You should, therefore, be aware that financial reimbursement of your expenditure is not guaranteed.
- The level of payment may be different each term.
- All awards made are subject to the school receiving sufficient funds from the government.
- A previous bursary awarded may be taken into consideration.

Transport Information

The Sixth Form provides transport between Beaminster and Colfox for its students at **no additional cost** to the student. All students using this service must adhere to the rules of the transport provider. The service commences at 8.52am with the last bus at 3.20pm.

With regard to transport from a student's home to school, for which there is a cost, please contact Dorset Council directly:

www.dorsetforyou.com/schooltransport

Any student who has a concessionary bus pass in Year 11, and remains within our catchment, will have transport to our Sixth Form (for which there is a cost).



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Courses offered from September 2025

NB. Courses will only run subject to appropriate student numbers and funding

Exam Board:

Edexcel

Syllabus No:

9FA0

Teacher's Commentary:

Students will be expected to have developed drawing skills and have some confidence with a range of media through the successful completion of Art GCSE. They will need to have an enthusiasm for the subject, be open to new ways of working and possess a genuine desire to extend their understanding, knowledge and skills in art.

Students will develop their ability to interpret ideas, understand visual language and communicate about art, alongside experiencing a broad variety of materials, techniques and practices. The course provides the opportunity to strengthen technical skills through the exploration of challenging and enjoyable themes, both observational and conceptual.

The course is structured to support personal growth and confidence in practical, analytical and documentary skills. Students will also develop a specialist vocabulary, gaining knowledge and understanding of the place of art in history, different cultures and contemporary society.

Year 1

Students will follow a highly structured course designed to develop their knowledge and understanding, build their confidence, and extend their drawing, painting, and mixed media making skills.

To make a successful transition to A Level, students need to come with a positive attitude and a desire to commit the time and effort required to come on this challenging but enjoyable journey.

Given a positive approach and the required level of application, students will make huge strides in this first year which will prepare them to take on the challenges of the more independent study that comprises year two.

Year 2

All students will individually explore a chosen area in depth, with the close support and guidance of their teachers – this will develop into a package of coursework consisting of a wide range of research, experiment and personal responses.

As an integral part of this enquiry, there will be an extended written essay – this will also be prepared and written in collaboration with your teachers.

Towards the end of the course students will produce a series of substantial and ambitious outcomes, growing out of their earlier explorations, experiments and study.

The exam will be an externally set assignment providing the students with a broad theme/starting point. This will be researched and developed in class time and an outcome produced over a series of formal timed sessions (totalling 15 hours).

Overview of Assessment: The course comprises of 2 units. Component 1 Coursework: Personal investigation, 60% of the final mark (12% of which is 1000 words of continuous prose). Component 2: Externally set assignment resulting in the production of a 15 hour final outcome. 40% of final mark.

Entry Requirements:

Art GCSE minimum grade 5

Students who have not gained this grade may be considered at the discretion of the Head of 6th Form.

Assessment Pattern:

Summative coursework grades will be given, which students may improve through additional work prior to final submission.

Exam:

Controlled Assignment: (Externally set)
Preparation Period: February–May
Final Submission: End of May.

BIOLOGY

Exam Board:

OCR

Syllabus No:

H020 / H420

Teacher's Commentary:

Have you ever wondered:

How our bodies work? What is actually going on inside our cells? How can we use medicines and our knowledge of the immune system to help fight pandemics? Why Darwin's big idea was one of the most important in the history of science? What we are doing to save endangered species across the world?

A Level Biology will help you find the answers to these and many more questions and it will open up many job opportunities in this rapidly expanding area of science. Alongside this, A Level Biology is a very desirable qualification and a well respected stepping stone for all students wishing to go on to the next level in education.

You will learn about the fundamental principles of biology and how the impact of biological research links to everyday life. You will develop skills in applying your knowledge to unknown and sometimes challenging situations.

The practical skills you develop, such as microscopy, biochemical analysis and ecological techniques, will be assessed in the written exams and will also be given a 'pass' or 'fail' endorsement at A level. These skills will be developed using lab based work, research and several days of fieldwork. All of this will also stand you in good stead for the practical aspects of university degrees in related areas like biochemistry, environmental science, ecology, medicine, PE and veterinary science.

Year 1

Topics will include:

- Biological molecules, cell structure, membranes and cell division
- Exchange surfaces
- Transport systems in plants and animals
- Biodiversity
- Classification and Evolution
- Communicable diseases, disease prevention and the immune system.

Year 2

Topics will include:

- Communication and Homeostasis
- Plant and Animal Responses
- Photosynthesis and Respiration
- Modern Genetics – patterns of inheritance, manipulating genomes, biotechnology
- Ecosystems and Populations
- Evolution.

Entry Requirements:

Biology and Chemistry or Physics *and* Maths GCSE (all a minimum of grade 6)

OR

Combined Science (minimum grade 6-6) *and* Maths GCSE (minimum grade 6)

Students who have not gained this grade may be considered at the discretion of the Head of 6th Form.

Assessment Pattern:

Assessed at the end of Year 13.

3 written papers:

2 x 2 hrs 15 mins (37% each).

1 x 1 hr 30 mins (26%).

BUSINESS

Exam Board:

AQA

Syllabus No:

7132

Teacher's Commentary:

By taking a holistic approach to the subject, we demonstrate the inter-related nature of business using business models, theories and techniques to support analysis of contemporary business issues and situations to provide a dynamic course.

The content is designed to engage students through topics and issues that are relevant in today's society. You will study key contemporary developments such as digital technology, business ethics, international business and globalisation, real issues that you hear about in the news and are explored through up-to-date case studies.

Students will develop the knowledge and skills needed to analyse data, think critically about issues and make informed decisions – all skills that are needed for further study and employment.

Year 1

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

- The importance of the context of business in relation to decision-making
- The inter-related nature of business activities and how they affect competitiveness
- The competitive environment and the markets in which businesses operate
- The influences on functional decisions and plans including ethical and environmental issues
- The factors that might determine whether a decision is successful e.g. the quality of data and the degree of uncertainty
- How technology is changing the way decisions are made and how businesses operate and compete
- The impact on stakeholders of functional decisions and their response to such decisions
- Use of non-quantitative data in decision-making (including the interpretation of index numbers and calculations such as ratios and percentages).

Year 2

The study of strategic decision-making will build on the study of decision-making in the functional areas.

You will consider:

- The impact of technology on strategic decision-making
- The influences of Corporate Social Responsibility, ethical and environmental issues on strategic decisions
- The difficulties in forecasting future trends
- The importance of assessing feasibility and risk when making strategic decisions
- The impact on stakeholders of strategic decisions and their response to such decisions.

The topics lend themselves to studying and engaging with the business world. You are encouraged to follow business developments and think critically about contemporary business issues. Most of the assessment material is based on real business situations. By examining and thinking critically about real business situations as you study the subject, you will gain an insight into different contexts which will help you to understand the key issues in any situation and compare and contrast this with other situations and apply their understanding.

Entry Requirements:

Minimum 6th Form entry requirements including GCSE Maths and English minimum Grade 5 preferred.

Students who have not gained this may be considered at the discretion of the Head of 6th Form.

Assessment Pattern:

All external assessment is undertaken at the end of Year 13.

Exam Board:

OCR A

Syllabus No:

H432

Teacher's Commentary:

This rigorous and challenging course is designed to give students an in-depth knowledge of all aspects of Chemistry in the modern world, and is both rewarding and well regarded amongst university admissions tutors and future employers.

Students will develop the ability to take an informed interest in scientific matters, whilst recognising the limitations of scientific method and building up advanced practical skills. They will acquire skills and abilities not only relevant to Chemistry but that are also useful in everyday life.

A Level Chemistry is a required subject for many university degrees in healthcare such as medicine, pharmacy and dentistry, as well as veterinary medicine. It is also a base for the biological sciences, pharmacology, biochemistry and analytical chemistry. Chemistry is taken by many law applicants as it shows you can cope with difficult concepts, and it can also complement a number of arts subjects.

A range of career opportunities in the chemical, manufacturing and pharmaceutical industries and in areas such as forensics, environmental protection and healthcare are available. The problem solving skills developed in the course are useful for many other areas too, such as law and finance.

Year 1

Module 1 Development of Practical Skills in Chemistry Practical skills assessed in a written examination and in a practical endorsement.

Module 2 Foundations in Chemistry Atoms, compounds, molecules and equations. Amount of substance. Acid-base and redox reactions. Electrons, bonding and structure.

Module 3 Periodic Table and Energy The periodic table and periodicity. Group 2 and the halogens. Qualitative analysis. Enthalpy changes. Reaction rates and equilibrium (qualitative).

Module 4 Core Organic Chemistry Basic concepts. Hydrocarbons. Alcohols and haloalkanes. Organic synthesis. Analytical techniques (IR and MS).

Year 2

Module 1 Development of Practical Skills in Chemistry Practical skills assessed in a written examination and in a practical endorsement.

Module 5 Physical Chemistry and Transition Elements Reaction rates and equilibrium (quantitative). pH and buffers. Enthalpy, entropy and free energy. Redox and electrode potentials. Transition elements.

Module 6 Organic Chemistry and Analysis Aromatic compounds. Carbonyl compounds. Carboxylic acids and esters. Nitrogen compounds. Polymers. Organic synthesis. Chromatography and spectroscopy (NMR).

Students will carry out assessed practical tasks throughout the course and attain a separate "Practical endorsement" for these skills alongside their A level.

Entry Requirements:

Chemistry and Physics or Biology *and* Maths GCSE (all a minimum of grade 6)

OR

Combined Science (minimum grade 6-6) *and* Maths GCSE (minimum grade 6)

Students who have not gained this grade may be considered at the discretion of the Head of 6th Form.

Assessment Pattern:**End of Year 2**

Paper 1: 100 marks, 2 hrs 15 mins, 37%.

Paper 2: 100 marks, 2 hrs 15 mins, 37%.

Paper 3: 70 marks, 1 hr 30 mins, 26%.

Exam Board:

OCR

Syllabus No:

H446

Teacher's Commentary:

From cyber-security to e-Banking, social media to climate forecasting, technology affects us all.

Computer Science skills are becoming more important, and more sought after, as sectors such as industry, entertainment, medicine, science, commerce and agriculture invest in technological solutions. In a fast changing world, a Computer Science A Level qualification will equip you with the skills required to evaluate, problem solve, and create innovative technological solutions.

A Level Computer Science gives you an understanding of computing technologies, their internal components and how they work. You will learn about computer systems hardware and software, programme using low level and high level languages, apply Boolean algebra, write common problem solving algorithms and learn Python, an industry standard programming language.

The course includes a 'free' choice programming project giving you the chance to apply your knowledge, tackle your own project (focussing on a problem you are passionate about) from concept to evaluation, and demonstrate your programming acumen.

Year 1

Component 1 Computer Systems

Students are introduced to the internal workings of the CPU, data exchange, software development, data types and legal and ethical issues.

The resulting knowledge and understanding will underpin their work in Component 3.

Component 2 Algorithms and Programming

Students are introduced to algorithms and how they can be used to describe and solve problems.

Year 2

Component 2 Algorithms and Programming

This builds on Component 1 to include computational thinking and problem-solving.

Component 3 Programming Project

Students are expected to apply the principles of computational thinking to their practical coding programming project.

They will analyse, design, develop, test, evaluate and document a project written in an industry standard programming language, following software engineering development methodologies and standard practice.

Entry Requirements:

Mathematics minimum grade 5.

Students who have not gained this may be considered at the discretion of the Head of 6th Form.

Assessment Pattern:

All examined, two papers at the end of Year 13.

Component 1: 140 marks
2 hrs 20 mins paper, 40%.

Component 2: 140 marks
2 hrs 30 mins paper, 40%.

In addition, Component 3 comprises a coursework project which is 70 marks and contributes to 20% of the overall grade.

DRAMA AND THEATRE

Exam Board:

Edexcel

Syllabus No:

9DR0

Teacher's Commentary:

The A level Drama and Theatre course is an exciting combination of practical exploration of performance texts, theoretical approaches to creating, evaluating and staging drama and opportunities to see and perform in live performances.

There is a strong focus on contemporary playwrights and practitioners, as well as traditional, historical texts.

Building on skills learned at GCSE, Drama and Theatre A Level gives students an opportunity to develop as performers, designers and critics. This A Level will be an asset to anyone wanting to study this subject at a higher level, as well as those wishing to pursue other career options including Law, Teaching, Media, English and many others.

Excellent attendance (including rehearsals outside of lessons), dedicated research and independent learning outside of lessons, and the ability to write coherently are essential.

Students will have opportunities to see professional theatre and work with industry experts.

Year 1

Component 1

In Year 1, students are introduced to a range of practitioners and texts, through teacher lead workshops. They then choose a text to use as a stimulus and create a piece of original devised theatre inspired by a practitioner to be performed to an audience and assessed by their teachers. Each student also produces a written portfolio, documenting the devising process.

Component 3

The rest of Year 1 is spent studying two plays and how they could be realised in performance. Students will also see a number of live performances, one of which they will write about in their end of course exam.

Year 2

Component 2

Students will work in a group to perform one extract from a performance text and a monologue or duologue from a different performance text. These performances will be assessed by a visiting examiner.

Component 3

Students will spend the rest of the year continuing to prepare for the final written exam which they have started in Year 1.

Entry Requirements:

Minimum 6th Form entry requirements, including Grade 5 English. GCSE Drama would be an advantage.

Students who have not gained this may be considered at the discretion of the Head of 6th Form.

Assessment Pattern:

Year 1 January – March:
Component 1 devised piece, 40%

Year 2 January – March:
Examination window for Component 2
Group extracts and monologues/duologues, 20%

May – June:
Component 3 written exam, 40%

Exam Board:

AQA

Syllabus No:

7562

Teacher's Commentary:

Throughout this two year course, students study a wide range of ideas all linked to the world of Design Technology and Fashion and Textiles. Below are the three areas that are covered:

- Technical Principles
- Designing and Making Principles
- Specialist Knowledge.

Students study the historical, social, cultural, environmental and economic influences on design and fashion technology and will enjoy opportunities to put their learning into practice by creating products that are informed by design principles and real-world scenarios.

Students use creativity and imagination to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values.

Year 1

Students will develop a visual diary that covers a range of specific technical skills related to Fashion and Textiles and the theory that underpins this area of Design Technology.

They will develop a wide understanding of traditional and contemporary methods of making textiles and garments that will build a creative and responsive set of notes, drawings and samples to help deepen and develop knowledge.

Students will also work on the key principles of Design Technology as a whole, and look at designers, manufacturing, scientific and mathematical skills that link to the thinking behind the world of design. They will complete a mini design-based project to produce a final outcome that addresses a real life issue.

At the end of the first year, students will start to develop research towards their NEA and developing a real world brief that they will then answer as the second year progresses.

Year 2

Further ongoing development of Design Technology theory and knowledge related to Fashion and Textiles.

Continued development of the NEA (begun in Year 1) and completion of this coursework.

Revision and preparation for the final examinations.

Entry Requirements:

Grade 5 in any Design and Technology, Art and Design or equivalent qualification.

Students who have not previously studied these subjects or achieved this grade may be considered at the discretion of the Head of 6th Form.

Assessment Pattern:

50% NEA (coursework)

50% exam

Both components are completed in Year 2 of this linear course.

Exam Board:

AQA

Syllabus No:

7552

Teacher's Commentary:

This creative and thought-provoking A level qualification gives students the practical skills, theoretical knowledge and confidence to succeed in a number of careers, for example, those considering areas such as architecture, 3D art, product design, furniture making, contemporary craft, roles as designer makers, CAD designers and some areas of engineering.

Students will investigate historical, social, cultural, environmental and economic influences on Design and Technology, whilst enjoying opportunities to put their learning into practice by producing prototypes of their choice.

Students will gain a real understanding of what it means to be a designer, alongside the knowledge and skills sought by higher education and employers. The course teaches a greater range of materials, processes and techniques, adding to knowledge gained from the GCSE qualification in Design and Technology. The course offers an element of design theory, where core traditional, modern and smart materials and their performance characteristics are taught, along with various complex processes and techniques like sand casting, polymer shaping, wood lamination and forming, as well as the use of digital technologies (both CAD and CAM). The factors that influence product development such as the use of new technologies and current legislation are also covered.

There will be opportunities to hear from design professionals during the course and to visit relevant exhibitions.

Year 1

Technical Principles

Theory and supporting practical activities covering a range of topics such as: material, their application and classification including papers and boards, polymers, woods, metals, biodegradable polymers, composites, smart materials, modern materials. Manufacturing processes, CAD/CAM and user-centred design.

Designing and Making Principles

This component focuses on the iterative design process, design theory, styles and movements, designers and their work, socio-economic influences, prototype development, industrial and commercial contexts, testing and critical analysis and evaluation, selecting appropriate materials, tools and processes, and responsible design.

These components will be supported by several mini-design projects before NEA is undertaken from Easter of Year 1. The NEA is evidenced with a digital design portfolio containing research, analysis, drawings, modelling, photographic evidence and written evaluation.

Year 2

Continuation of technical principles and designing and making principles.

The NEA will account for approximately 6 hours a fortnight, with exam theory making up the rest of the lesson time. The NEA will be completed by March of the final year.

Entry Requirements:

Minimum entry requirement is a **Grade 5 in Design and Technology or Engineering** and **Grade 6 Maths**.

This is due to the advanced technical and theoretical content as well as the A level Maths content.

Students who have not gained this grade may be considered at the discretion of the Head of 6th Form.

Assessment Pattern:

Exam Paper 1: Technical Principles
2.5 hours
30% of the final grade.

Exam Paper 2: Designing and Making Principles
1.5 hours
20% of the final grade.

40 page A3 design portfolio and accompanying product (NEA)
50% of the final grade.

Exam Board:

AQA English Language

Syllabus No:

7702

Teacher's Commentary:

English Language at A Level is an exploration of language in action. You will study a wide range of texts from fiction and non-fiction to spoken transcripts and electronic texts. There is a focus on how language creates meanings and representations in different contexts. You will acquire specific terminology and understanding of the linguistic framework in order to analyse texts and apply theory.

At A Level, you will be introduced to engaging topics that relate to how language works in society. Units of study will include:

- Language and Gender
- Language and Power
- Language and Occupation
- Accents and Dialect
- Language and Representation
- Child Language Development
- Language Change.

Year 1

Paper 1: Language, The Individual, and Society

Section A: Textual Variations and Representations: Two texts (one contemporary and one older) linked by topic or theme: a question requiring analysis of one text (25 marks); a question requiring analysis of a second text (25 marks); and a question requiring the comparison of the two texts (20 marks).

Section B: Children's Language Development: A discursive essay on children's language development, with a choice of two questions based on spoken, written or multimodal data (30 marks).

Year 2

Paper 2: Language Diversity and Change

Section A: Diversity and Change: One question from a choice of two. Either: an evaluative essay on language diversity (30 marks); **Or** an evaluative essay on language change (30 marks).

Section B: Language Discourses: Two texts on a topic linked to the study of diversity and change: a question requiring analysis of how the texts use language to present ideas, attitudes and opinions (40 marks); a directed writing task linked to the same topic and ideas in the texts (30 marks).

Coursework: Language in Action: A language investigation (2000 words excluding data); original writing and commentary (1500 words, 100 marks, 20% of A Level, internally assessed).

Entry Requirements:

Minimum grade 5 GCSE English Language.

Students who have not gained this grade may be considered at the discretion of the Head of 6th Form.

Assessment Pattern:

2 examinations in June of Year 13.

Coursework:

A language investigation and an original writing piece.

Exam Board:

AQA Specification B

Syllabus No:

7717

Teacher's Commentary:

English Literature is a rich and rewarding subject which gives you the opportunity to study a wide range of exhilarating and important literary texts. A love of reading is vital, as well as a desire to explore challenging language, different interpretations, complex theories and to discuss ideas in class.

Literature requires excellent writing skills. You will be expected to write lengthy, detailed and technical responses that demonstrate deep understanding of language, structure, form and genre. Your grasp of literary terms will be secure.

You will be expected to read **at least 8 texts** in detail during the two year course. You will also be expected to read widely around the texts, exploring contexts, theories and different interpretations. As mentioned above, a love of reading is a prerequisite and is non-negotiable.

Text choices will be confirmed once the course starts and may include:

King Lear / *Twelfth Night* / *Othello* / *The Importance of Being Earnest* / *Harvest* / *The Kite Runner* / an anthology of tragedy or comedy poems / Blake's *Songs of Innocence and Experience* / a selection of Tony Harrison poetry / a selection of Keats' poetry / *The Handmaid's Tale*.

Year 1

Students study the Year 1 texts through the lens of genre: either tragedy or comedy.

The genre will be studied using a range of plays, prose and poetry.

Students will explore authorial methods and how they shape meaning, the contextual influences on the texts and a variety of interpretations, and spend time analysing the text.

Year 2

Students will explore the role of political and social protests in Britain and the contextual information that surround these protests. Students will then study prose, poetry and unseen fiction extracts through the lens of social and political protest.

Students will explore authorial methods and how they shape meaning, the contextual influences on the texts and a variety of interpretations, and spend time analysing the text.

Non-exam assessment (NEA) 20%. Two essays of 1500 words each.

Students study a range of critical theories then apply this theory to one prose and one poetry text of their choice. Students must read widely in preparation for this task, and are able to choose their preferred theory as well as their preferred fiction text.

Entry Requirements:

Minimum grade 6 English Literature GCSE.

Students who have not gained this grade may be considered at the discretion of the Head of 6th Form.

Assessment Pattern:

Paper 1: Closed book, Literary Genres (40%, 2½ hrs). Passage-based question on Shakespeare, essay-based question on Shakespeare and an essay linking two texts (3 questions, each 25 marks).

Paper 2: Open book, Texts and Genres (40%, 3 hrs). 1 compulsory unseen passage; 1 essay on set text; 1 essay connecting texts.

Independent Reading (20%).

2 essays, 1500 words.

FILM STUDIES

Exam Board:

Eduqas (WJEC)

Syllabus No:

A670QS

Teacher's Commentary:

Film Studies is a fascinating A Level that explores the most exciting of art forms: *cinema*. You will learn about the history of cinema, from the earliest single reel silent films to the most up to date CGI blockbusters. You will analyse key texts using a range of critical theories and approaches. You will study the work of key directors and 'schools' and you will also be expected to devise, plan and execute your own film as part of coursework.

If you know your Scorsese from your Hitchcock, then this course is for you. If you like to investigate directors' work and are not afraid to watch and analyse black and white films, you will find much to enjoy in this course. The content covered will expand your understanding of cinema and encourage you to think critically about the future of cinema.

The course is demanding and requires significant written input, both in terms of final exams and during regular assessment. Your control of written English must be secure and you will need to develop a critical and technical written style that is in keeping with A level study.

You will need to have an active interest in cinema, and be prepared to engage with the hands-on aspects of film-making itself.

Year 1

The course starts with some critical and theoretical perspectives. From the start you will be introduced to the technical language used to analyse film academically. You will learn, quickly, to spot and comment on key features of cinematography, editing, sound, lighting and mise-en-scene.

Year 1 focuses on Paper 1 of the exam (American and British Film, 35%, 3 hrs). This component will require you to study 6 feature films from America and the UK. You will cover titles from the 'classical' period of Hollywood, right up to contemporary film, and you will compare 2 British films. 4 questions are covered in this exam.

Year 2

You start your second year by starting work on your NEA, which accounts for 30% of your final mark. You will produce **either** a short film (4-5 minutes) **or** a screenplay for a short film (1600-1800 words) and a digitally photographed storyboard of a key section from the screenplay. Your evaluative analysis will be between 1250 and 1500 words.

You will also start work preparing for Paper 2: Varieties of Film (35%, 3 hrs). Again, you will be expected to know 6 titles, one of which will be a compilation of short films. In this paper, you will write about silent film, documentaries, global film (one film from Europe and another from outside of Europe) and experimental cinema. 4 questions are offered.

Course content is expected to be completed with plenty of time to allow for revision.

Entry Requirements:

Grade 5 for English Literature or English Language GCSE.

Students who have not gained this grade may be considered at the discretion of the Head of 6th Form.

Assessment Pattern:

Paper 1 American and British Film (35%, 3hrs)
6 feature films from America and the UK examined. 4 questions are covered in this exam.

Paper 2 Varieties of Film (35%, 3 hrs)
6 titles (one of which will be a compilation of short films). 4 questions are offered.

Non-exam assessment (coursework, 30%)
One production (4 minutes) and written analysis.

Exam Board:

AQA

Syllabus No:

7652

Teacher's Commentary:

The course aims to enhance students' linguistic skills and promote and develop spontaneity and independence, their capacity for critical thinking on the basis of their knowledge and understanding of the language, culture and society of France or countries where French is spoken.

The course begins with topics that will be familiar to students from GCSE, such as family life and information technology and moves on to more complex topics such as the advantages and disadvantages of living in a diverse culture, touching on aspects of criminality and social inclusion. Students will also study a film and a literary text about which they will write an analytical essay. The spoken component of the exam will be examined by responses to stimulus cards based on topics covered during the course and also on a personal research topic.

While the language used at GCSE level is mainly descriptive and narrative A level students learn to give and justify opinions as well as to debate and argue causes and concerns.

All students are given the opportunity to work with native French speakers and French is used almost exclusively in the lessons; considerable use is made of group discussion, pair work and role play techniques.

Year 1

Core content: Aspects of French-speaking society and artistic culture in the French-speaking world.

Paper 1: Listening, Reading and Writing: Students answer questions on spoken passages as well as written texts in French and translate a short passage from French to English.

Paper 2: Writing: Students answer a question about the set text or film. Translation of text from English to French.

Paper 3: Speaking Test: discussion of two sub-themes with the discussion based on a stimulus card for each sub-theme. Students study the card for 15 minutes before the test begins.

Year 2

Core content: Aspects of French-speaking society: current issues, aspects of political life in the French-speaking world in addition to the themes outlined above.

Paper 1: Listening, Reading and Writing: Students answer questions on spoken passages as well as written texts in French, translate a passage from French to English and another from English to French.

Paper 2: Writing: Students answer either one question in French on a set text **and** one question in French on a set film.

Paper 3: Speaking Test: In addition to a discussion of a sub-theme based on a stimulus card, the student presents and discusses an individual research project.

Entry Requirements:

French GCSE Grade 6.

Students who have not gained this grade may be considered at the discretion of the Head of 6th Form.

Assessment Pattern:

Paper 1: 2½ hrs, 100 marks, 50%.

Paper 2: 2 hrs, 80 marks, 20%.

Paper 3: 21-23 mins (+5 mins prep), 60 marks, 30%.

FURTHER MATHEMATICS

Exam Board:

Edexcel

Syllabus No:

9FM0

Teacher's Commentary:

For progression to many courses at university it is important to have strong mathematics skills. For most science, technology, engineering and mathematics (STEM) degree courses, A Level Maths is an essential subject.

Anyone applying to study a degree in a STEM subject should consider taking Further Maths as the additional content helps ensure a successful progression to university. Further Maths is accessible to most A Level Maths students and having Further Maths on your university application is an excellent way to make the application stand out.

"Those students who had studied Further Maths to A or AS Level standard reported coping better with the mathematical content of the degree, and as such perceived that they required less additional support throughout their studies."

Institute of Physics 'Mind the Gap' Report 2010

"In general, [it's] harder than expected, especially the mathematical aspects. I felt thoroughly unprepared for the Mathematics involved coming from only having Maths (no Further Maths) at A Level. My peers who did study Further Maths were much better prepared."

Engineering Student

Year 1

Students extend their Maths knowledge and skill in the topic of Core Pure Maths.

They are also introduced to Decision, a branch of Mathematics that looks at algorithms, linear programming and critical path analysis.

Year 2

Core Pure continues as the theoretical element in the second year and students will also pick up another unit.

This is currently Further Mechanics which builds upon the Applied Maths that is introduced in the A Level Mathematics course.

Entry Requirements:

Further Maths is only offered to students studying Mathematics in the Sixth Form.

Maths Grade 7 at GCSE.

Students who have not gained this may be considered at the discretion of the Head of 6th Form.

Assessment Pattern:

Paper 1: Core Pure. 90 mins, 75 marks

Paper 2: Core Pure. 90 mins, 75 marks

Paper 3*: Further Mechanics. 90 mins, 75 marks

Paper 4*: Decision Maths. 90 mins, 75 marks

*Papers may be subject to change

GEOGRAPHY

Exam Board:

AQA

Syllabus No:

7037

Teacher's Commentary:

There has never been a better or more important time to study geography as it helps you to make sense of the world around you. It's hands on, relevant, and interesting. Whatever your passion for the world – fascination with landscapes, awe of changing urban and rural areas or concerns about sustainability – geography will provide you with knowledge and transferable skills.

This interesting, modern course, with topical content provides a broad science and art based course that is recognised by the best universities in the country.

As well as developing knowledge and understanding of geographical concepts, each topic includes detailed case studies of a variety of places both in the UK and globally. These include studies of various coastlines, changing cities, Antarctica, tropical rainforests, agricultural systems, multi-national companies, diseases and hazards including tropical storms and wildfires.

Students will develop a variety of geographical skills, which will broaden and deepen existing knowledge and require a greater degree of independence. Fieldwork is an integral part of the course and there are also opportunities to develop further skills of analysis and evaluation, both in the local area and even to Iceland!

There is an opportunity to select your own title to complete an individual fieldwork investigation (20% of marks). We also have visits from outside speakers, recent guest speakers have included a water charity and National Highways.

Unit 1: Physical Geography

Section A: Water and carbon cycles.

Section B: Coastal systems and landscapes.

Section C: Hazards.

Unit 2: Human Geography

Section A: Global systems and global governance.

Section B: Changing places.

Section C: Population and the environment.

Entry Requirements:

Geography GCSE Grade 6.

Students who have not gained this grade may be considered at the discretion of the Head of 6th Form.

Assessment Pattern:

Paper 1:
Physical Geography 2 hours 30 mins (40%).

Paper 2:
Human Geography 2 hours 30 mins (40%).

Plus an individual Geography Fieldwork investigation of 3000–4000 words (20%).
Completed second half of Year 12 and Term 1 of Year 13

Exam Board:

OCR

Syllabus No:

H505

Teacher's Commentary:

Throughout history there has been rapid, dramatic and dynamic change. We address many fundamental questions in our studies and offer you the opportunity to study British, European and American history in length, depth and breadth. You will learn to:

- Explore the significance of events, individuals, ideas and societies.
- Understand the nature and uses of historical evidence.
- Communicate effectively at a high level.
- Make responsible judgements on issues of importance and questions of value.

If you are interested in the way people think and act, and the consequences, then you have a head start in this subject.

A Level History is regarded by universities and employers as a facilitating subject. History is a subject of enquiry and reflection, and we expect students to do both. Discussion and debate are actively encouraged. History is a literary subject and enthusiastic readers will get the most out of it.

Year 1

September to Easter:

Themes in History: Civil Rights in the USA 1865-1995

Assessed by one 2½ hour exam looking at interpretations and themes of the period.

World Depth Study: Russia 1894-1941

Assessed by a 1 hour written exam.

From Easter to Summer: Thematic essay: Coursework

Assessed by one essay written by students of their own investigation. Topic to be decided by teacher and students.

Year 2

September to Easter:

Thematic essay: Coursework

Assessed by one essay written by students of their own investigation. Topic to be decided by teacher and students.

British History Period Study: The Tudors 1485 –1558 Henry VII and Henry VIII and the Mid-Tudor Crisis.

Assessed by a 1½ hour written exam.

From Easter to Exam: Revision of all units before exam.

Entry Requirements:

History GCSE Grade 6.

Students who have not gained this grade may be considered at the discretion of the Head of 6th Form.

Assessment Pattern:

Paper 1: 1 hour.

Paper 2: 1½ hours.

Paper 3: 2½ hours.

MATHEMATICS

Exam Board:

Edexcel

Syllabus No:

9MAO

Teacher's Commentary:

The aim of the A Level course is to provide a balanced and integrated study of advanced Mathematics and to master some of the techniques necessary for problem solving.

Traditionally, Mathematics has been divided into two main categories – Pure Mathematics and Applied Mathematics.

Pure Mathematics covers work in algebra, calculus, geometry, trigonometry, number theory, etc. Nowadays a good deal of this is needed for a wide range of applications, particularly in science and engineering.

The Applied Mathematics is in two strands – one Mechanics and one Statistics.

The Mechanics studied is exclusively particle dynamics, including the concepts of force, momentum and various types of motion.

Statistics is mainly concerned with the uses (and abuses) to which statistics can be put in everyday life, both in commerce and in the physical and social sciences. The study and analysis of a large data set is included as part of the course, with an emphasis on hypothesis testing.

Combinations that go well with Mathematics are all Sciences and Humanities.

Many linguists choose to combine a language with Mathematics.

Year 1

Students study Pure Mathematics that builds upon the higher GCSE topics of proof, functions and sequence.

There is also an Applied element that includes probability, statistics and forces.

Year 2

This year builds upon and extends students' skills, knowledge and application of Mathematics. The topics included are exponentials, vectors, kinematics and hypothesis testing. Students will sit three papers, two in Pure Mathematics and one in statistics and mechanics.

Note: To complete A Level Further Mathematics, a further two compulsory Pure Mathematics units must be completed and two other units.

Entry Requirements:

Maths Grade 7 at GCSE (Higher Level).

Students who have not gained this may be considered at the discretion of the Head of 6th Form.

Assessment Pattern:

Paper 1: Pure Maths 120 minutes, 100 marks.

Paper 2: Pure Maths 120 minutes, 100 marks.

Paper 3: Statistics and Mechanics 120 minutes, 100 marks.

MUSIC TECHNOLOGY

Exam Board:

Edexcel

Syllabus No:

9MT0

Teacher's Commentary:

Would you like to learn how to record and produce high quality music? Do you think you would like to learn how to write music using audio and MIDI sequencing software? Are you interested in investigating the impact of music production and understanding the development of popular music?

The Music Technology A Level is designed to have an emphasis on music technology, combining both practical and theoretical elements.

An engaging and practical subject, with content that is relevant to the modern musician, Music Technology focuses on practical application. Content is designed to develop a broad range of skills including project management, appraising and analysis, creativity and imagination, as well as utilising compositional and performance skills.

Music Technology A Level is the perfect course for students wishing to progress to undergraduate study in Music Technology, Sound Production, Sound Engineering and many other courses requiring a similar skill set.

Year 1

Studio Recording Techniques: Students will learn about recording equipment, the setting-up of recording sessions and the capturing of multi-track recordings. Students develop an understanding of how digital audio workstations (DAW) can be used to produce music, manipulate audio and mix music.

You will also learn about the equipment requirements for a range of venues. To build your practical portfolio, you will have the opportunity to take responsibility for all sound requirements for in-school productions and concerts.

You will explore and carry out the skills required to create effective remixes and reworks of existing music material.

Year 2

Working in a Production Team: develop an understanding of the process of recording. Create a portfolio CD containing recordings which you have engineered, mastered and produced.

Remixing and Reworking: Explore the skills required to create effective remixes of existing music.

Mixing and Mastering: Learn the skills needed mix and master a DAW project to a professional standard.

Entry Requirements:

Minimum 6th Form entry criteria.

Grade 5 Music GCSE is an advantage.

Students should also be of a good performance standard in music.

Students who have not gained this grade may be considered at the discretion of the Head of 6th Form.

Assessment Pattern:

Component 1 (Coursework): Recording (20%). One multi-track recording, chosen from a list of 10 songs.

Component 2 (Coursework): Technology-based composition (20%). Compose 1 piece involving sound design, synthesis, sampling, and creative use of effects.

Component 3 (Exam): Listening and analysing (25%). Listening to extracts from unfamiliar commercial recordings and answering questions on music technology.

Component 4 (Exam): Producing and analysing (35%). Editing, mixing and production techniques.

PHILOSOPHY AND ETHICS (RS)

Exam Board:

OCR

Syllabus No:

H173, H573

Teacher's Commentary:

Philosophy and Ethics attracts students who are interested in a subject that lays a strong foundation for degree courses, including those provided by the Russell Group of universities who say it "provides suitable preparation for entry to university." Teaching logical thinking, the ability to formulate arguments, an awareness of a wide range of contemporary issues, research skills and critical analysis, the course studied is based on Philosophy and Ethics – two exciting and hugely relevant areas.

As well as preparing a student for one of a variety of degree courses, the study of ethics complements work in the field of medicine, medical sciences or the caring professions. In the world of work employers look for someone with an enquiring mind, an appreciation of different viewpoints, logical thinking, an ability to come to clear and balanced decisions. These skills all develop through Philosophy and Ethics.

The topics within this subject span across many, if not all, other A Levels. It deals with the mystery of why there is something rather than nothing, what makes things right or good, what is time, the universe and everything ... As such it blends exceptionally well with a wide range of other A Levels.

If you want to work with people, perhaps in teaching, law, politics, publishing, health, or childcare, then this subject will give you plenty to think about, and valuable expertise, as well as an interesting and academic A Level that will open university doors.

Year 1

Philosophy

Students will explore: ancient philosophical influences; the nature of the soul, mind and body; arguments about the existence or non-existence of God; the nature and impact of religious experience; the challenge for religious belief of the problem of evil.

Ethics Students will explore: different ethical theories including utilitarianism, Kantian ethics, natural moral law and situations ethics. Students will apply these theories to euthanasia and business ethics.

Development of Thought Students will explore, from a Christian perspective: religious beliefs, values and teachings, their interconnections and how they vary historically and in the contemporary world. Sources of religious wisdom and authority. Practices which shape and express religious identity, and how these vary within Christianity.

Year 2

Philosophy

Develops themes explored in Year 1 plus ideas about the nature of God and issues in religious language.

Ethics Students will explore Meta Ethics and the nature and role of the conscience. Students will apply their knowledge of these ethical theories to sexual ethics.

Development of Thought

Develops the themes explored in Year 1 plus an investigation of significant social and historical developments in Christianity and key themes related to relationship between religion and society.

Entry Requirements:

Minimum 6th form entry requirements including English GCSE Grade 5.

Students who have not gained this may be considered at the discretion of the Head of 6th Form.

Assessment Pattern:

Three exams, writing three essays from a choice of four, based on Year 1 and 2 work.

Each exam is worth 33.3% and lasts 2 hours.

PHOTOGRAPHY

Exam Board:

OCR

Syllabus No:

H600

Teacher's Commentary:

OCR: *"To seek an expressive and/or interpretive artistic approach to the visual world, which is produced with the aid of lens-based media and may be manipulated by digital technology."*

Increasingly, we are surrounded by photographic images, so learning to read these images, interpret their meanings and evaluate them have become key skills for students now and into the future. Being able to work creatively, producing their own work and contributing to the work of others are highly desirable skills in the UK's world renowned Creative Arts sector, one of the few UK growth industries.

On this highly practical 'hands-on' course students learn these skills alongside how to use both film and digital cameras to produce artistic works. They gain experience using industry standard software like Adobe Photoshop, along with digital workflows that combine mobile and digital technology whilst using the MS Office suite of programs to learn and collaborate. In addition, students will also learn traditional analogue photography skills in a traditional darkroom.

Whilst the course is essentially practical, there is an underlying written component to all coursework assignments and essays. This takes the form of supporting work within sketchbooks, whilst final photographs may be presented separately. Work produced during the course is entered into competitions and there are several exhibitions in and around Bridport and Beaminster.

Year 1

Students learn how to use both SLRs and DSLRs, Apple Macs and industry standard software like Photoshop. Learning and assessment takes place throughout a series of practical units which use the major genres of photography (portraiture, landscapes, documentary and fashion photography) as learning opportunities.

Students take part in photography work experience, working for Beaminster Pictures, the school's in-house agency which photographs a variety of events, from the Year 11 Prom through to Sports Day. Some students even work alongside a photographer covering the Beaminster Festival. There are a number of trips, including a Vogue styled shoot at Mapperton House, the Eden Project and Falmouth University.

Year 2

At the start of Year 13 students spend 3 days on an immersive residential to St Ives, creating outcomes and photographs in a series of university-based workshops.

NEA Personal investigation (coursework) and Related Study (essay), 60% of final mark

Students are free to select a photographic topic, idea or problem to base their Personal Investigation on. Previous topics explored have ranged from surrealist photography, through portraiture to photojournalism and fashion photography. Their work is then developed over a 3 month period using individual tutorials similar to those experienced at University, and group exercises. These guide students through analysis of artists, conducting shoots, producing sketchbooks and evaluating work towards the production of their final outcomes.

Alongside this students will research and write a 2-3000 word essay on a related topic. This essay is worth approximately 20% of their Personal Investigation component.

Exam, 40% of final mark

Students will receive their exam paper at the beginning of February, and will choose one of the starting topics. They will then begin a period of at least 6 weeks of preparation for their exam. Where possible, group trips to galleries and exhibitions are arranged. Exams are 15 hours long and students will submit their final piece and preparatory work (sketchbooks) for marking at the end of the exam.

Entry Requirements:

Minimum 6th form entry requirements but study of GCSE Art would be an advantage. Students who have not gained this may be considered at the discretion of the Head of 6th Form.

Assessment Pattern:

A 3 month personal investigation worth 60% of the final mark.

15 hour exam worth 40% of the final mark.

Exam Board:

AQA

Syllabus No:

7582

Teacher's Commentary:

This qualification builds on the students' experience from Key Stage 4 and GCSE to enhance their knowledge and increase their understanding of the factors that affect performance and participation in Physical Education. It looks to equip students with the skills and knowledge required for higher education or the world of work.

The specification offers students the opportunity to excel in a sport of their choice over the two years, either as a performer or a coach. Students are then assessed in the second year of their sport.

The content of the course addresses: applied anatomy and physiology, skill acquisition, sport and society, exercise physiology, biomechanical movement, sport psychology, sport and society and the role of technology in physical activity and sport.

Year 1

A level PE covers the study of a diverse and interesting range of topics. In Year 1 you will be studying factors affecting participation in physical activity and sport. This consists of:

Topic 1: Applied anatomy and physiology

Topic 2: Skill acquisition

Topic 3: Sport and society.

You will also be performing your sport in order to improve your skills over the year.

Year 2

Year 2 focuses on factors affecting optimal performance in physical activity and sport.

Topic 1: Exercise physiology

Topic 2: Biomechanical movement

Topic 3: Sports psychology

Topic 4: Sport and society and the role of technology in physical activity and sport.

You will also be performing your sport in order to improve your skills over the year, as well as completing your written or verbal coursework on analysis of performance.

Entry Requirements:

GCSE PE Grade 5.

A pre-requisite is that a sport is played and practised outside of school for the two years of the course.

Students who have not gained this grade may be considered at the discretion of the Head of 6th Form.

Assessment Pattern:

70% of qualification is exam based

Paper 1 Factors affecting participation in physical activity and sport, 2 hour written paper (35%).

Paper 2 Factors affecting optimal performance in physical activity and sport, 2 hour written paper (35%).

30% of qualification is NEA (non examination assessment)

Performance in physical education plus written / verbal analysis of performance (90 marks).

PHYSICS

Exam Board:

OCR Physics A

Syllabus No:

H556

Teacher's Commentary:

Physicists look at the interactions between huge masses such as the planets right down to particles on a sub-atomic scale; we study the science of matter, energy, force and motion.

Maths and Physics go hand in hand to provide an excellent comprehension of the world around us.

Employers from the largest employment sectors in the world are looking hard for the right people with the skills acquired from studying Physics.

Physics therefore opens doors for a career in a large number of different areas. Students who wish to pursue an interest in Engineering, Technology, Medicine or even Music will find parts of the Physics course to challenge and engage them.

Physics is highly regarded as a qualification, proving a student has intellect and ability.

Students who choose Physics will learn how they can apply their knowledge in practical situations to solve difficult problems.

Students are required to work hard and must enjoy applying maths skills.

Year 1

- Development of practical skills in Physics.
- Introduction to the foundations of Physics using mathematical modelling.
- Analyse forces and motion in more challenging scenarios than GCSE.
- Learn about electrons, waves and photons through the study of electricity and the physics of waves.

Year 2

- Newtonian World and Astrophysics:
Looking at thermal physics, circular motion, oscillations, gravitational fields and cosmology.
- Particles and Medical Physics:
Capacitors, electric fields, electromagnetism, nuclear and particle physics and medical imaging.

Entry Requirements:

Physics and Chemistry or Biology *and* Maths GCSE (all a minimum of grade 6)

OR

Combined Science (minimum grade 6-6) *and* Maths GCSE (minimum grade 6)

Students who have not gained this grade may be considered at the discretion of the Head of 6th Form.

Assessment Pattern:

All examined, three papers at the end of Year 13.

Paper 1: 100 marks, 2 hrs 15 mins, 37%.

Paper 2: 100 marks, 2 hrs 15 mins, 37%.

Paper 3: 70 marks, 1 hr 30 mins, 26%

Students will carry out internally assessed practical work throughout the course, and will be awarded a separate endorsement for this.

PSYCHOLOGY

Exam Board:

AQA spec A

Syllabus No:

7182

Teacher's Commentary:

Psychology is one of the most popular A Levels with a high proportion of students going on to study the subject at university.

The course is designed to develop students' basic understanding of the breadth of different approaches in Psychology, providing a broad introduction to the scope and nature of Psychology as a science.

Through the study of psychological theories, concepts and research, students will develop an understanding of the principles and perspectives governing the subject.

Psychology will give students a framework to understand and question every aspect of human behaviour. Students will develop the ability to identify ethical issues and are encouraged to apply their knowledge of Psychology to real world events such as protests, as well as to cultural, social and contemporary issues. They will develop an understanding of a range of research methods used in Psychology.

Year 1

In Year 1 the subject content is divided into core areas, giving students a broad understanding of Psychology.

Introductory Topics (Compulsory): Social Influence; Memory; Attachment; Psychopathology; Approaches and Research Methods.

Year 2

In Year 2 students further develop their knowledge and understanding of some of the core areas, as well as their evaluative and analytic skills.

The course delivers compulsory content as well as offering a range of topic-based options.

The subject content brings together explanations from different psychological approaches, and engages students in issues and debates in Psychology.

Psychology in Context (Compulsory): Approaches in Psychology; Biopsychology; Research Methods.

Options in Psychology: Issues and Debates in Psychology; Gender; Schizophrenia and Forensic Psychology.

Entry Requirements:

Minimum 6th form entry requirements.

Students who have not gained this may be considered at the discretion of the Head of 6th Form and Psychology department.

Assessment Pattern:

Three papers at the end of the 2 year A Level, all externally marked, all worth 96 marks.

Each paper is worth 33% of the final A Level mark, and comprises a mixture of multiple choice, short answer and extended writing.

Exam in June.

SOCIOLOGY

Exam Board:

AQA

Syllabus No:

7192

Teacher's Commentary:

Sociology is the study of society - how people interact in groups. A Level Sociology examines social behaviour from a variety of perspectives: how it originates and then develops, and the ways people are organised into groups according to class, gender and race (amongst others).

As a student of sociology, you will explore theories and methods, looking at research and evaluating its strengths and limitations.

The core themes of the course are: culture and identity; differences in social groups; power, crime and hierarchies. You will also look at the significance of conflict and resolution, social structures and social action, and the role of values and beliefs in society.

This course is ideal for students who are interested in careers in law, charity, media, politics and education.

If you are keen to learn more about the communities and cultures around you, and the laws, traditions and institutions that shape our society, then this is the course for you.

Year 1

Some of the main topics covered are:

Families and Households:

Changing patterns of marriage and divorce; gender roles and power relationships within the family.

Education:

The role and functions of the education system, including its relationship to achievement of different social groups. Relationships and processes within schools, with particular reference to teacher/pupil relationships, pupil identities and subcultures, the hidden curriculum, and the organisation of teaching and learning.

Year 2

Some of the main topics covered are:

Crime and Deviance:

Crime, deviance, social order and social control including recent patterns and trends in crime; the media and crime; human rights; surveillance; prevention and punishment, and the role of the criminal justice system and other agencies.

Beliefs in Society: ideology, science and religion, including both Christian and non-Christian religious traditions; the relationship between social change and social stability, and religious beliefs, practices and organisations; religious organisations, including cults, sects, denominations, churches and New Age movements, and their relationship to religious and spiritual belief and practice; the significance of religion and religiosity in the contemporary world, including the nature and extent of secularisation in a global context, and globalisation and the spread of religions.

Entry Requirements:

Grade 5 for English Literature or English Language GCSE.

Students who have not gained this grade may be considered at the discretion of the Head of 6th Form.

Assessment Pattern:

End of Year 2

Students sit three exams, each worth 33% of the overall mark.

Exam Board:

AQA

Syllabus No:

7692

Teacher's Commentary:

The course aims to enhance students' linguistic skills and promote and develop their capacity for critical thinking on the basis of their knowledge and understanding of the language, culture and society of Spain, or the many countries where Spanish is spoken.

The course begins with topics that will be familiar to students from GCSE, such as family life and information technology, and moves on to more complex topics such as crime, wealth and poverty.

Students will also study a film and a literary text, about which they will write analytical essays. The spoken component will be examined by responses to stimulus cards based on topics covered during the course and questions on a personal research topic.

While the language used at GCSE level is mainly descriptive and narrative, A Level students learn to give and justify opinions as well as to debate and argue causes and concerns.

All students are given the opportunity to work with a native Spanish speaker. Spanish is used almost exclusively in the lessons and considerable use is made of group discussion, pair work and individual research techniques.

Year 1

Core content: Aspects of Hispanic society and Artistic culture in the Hispanic world.

Paper 1: Listening, Reading and Writing: Students answer questions on spoken passages as well as written texts in Spanish and translate a short passage from Spanish to English.

Paper 2: Writing: Students answer a question about the set film.

Paper 3: Speaking Test: Discussion of two sub-themes with the discussion based on a stimulus card. The student studies the card for 15 minutes before the test begins.

Year 2

Core content: Aspects of Hispanic society: current issues, aspects of political life in the Hispanic world in addition to the themes outlined above.

Paper 1: Listening, Reading and Writing: Students answer questions on spoken passages as well as written texts in Spanish, translate a passage from Spanish to English and another from English to Spanish.

Paper 2: Writing: Students answer one question in Spanish on a set text from a choice of two questions **and** one question in Spanish on a set film from a choice of two questions.

Paper 3: Speaking Test: In addition to a discussion of a sub-theme based on a stimulus card, the student presents and discusses an individual research project.

Entry Requirements:

Spanish GCSE Grade 6.

Students who have not gained this may be considered at the discretion of the Head of 6th Form.

Assessment Pattern:

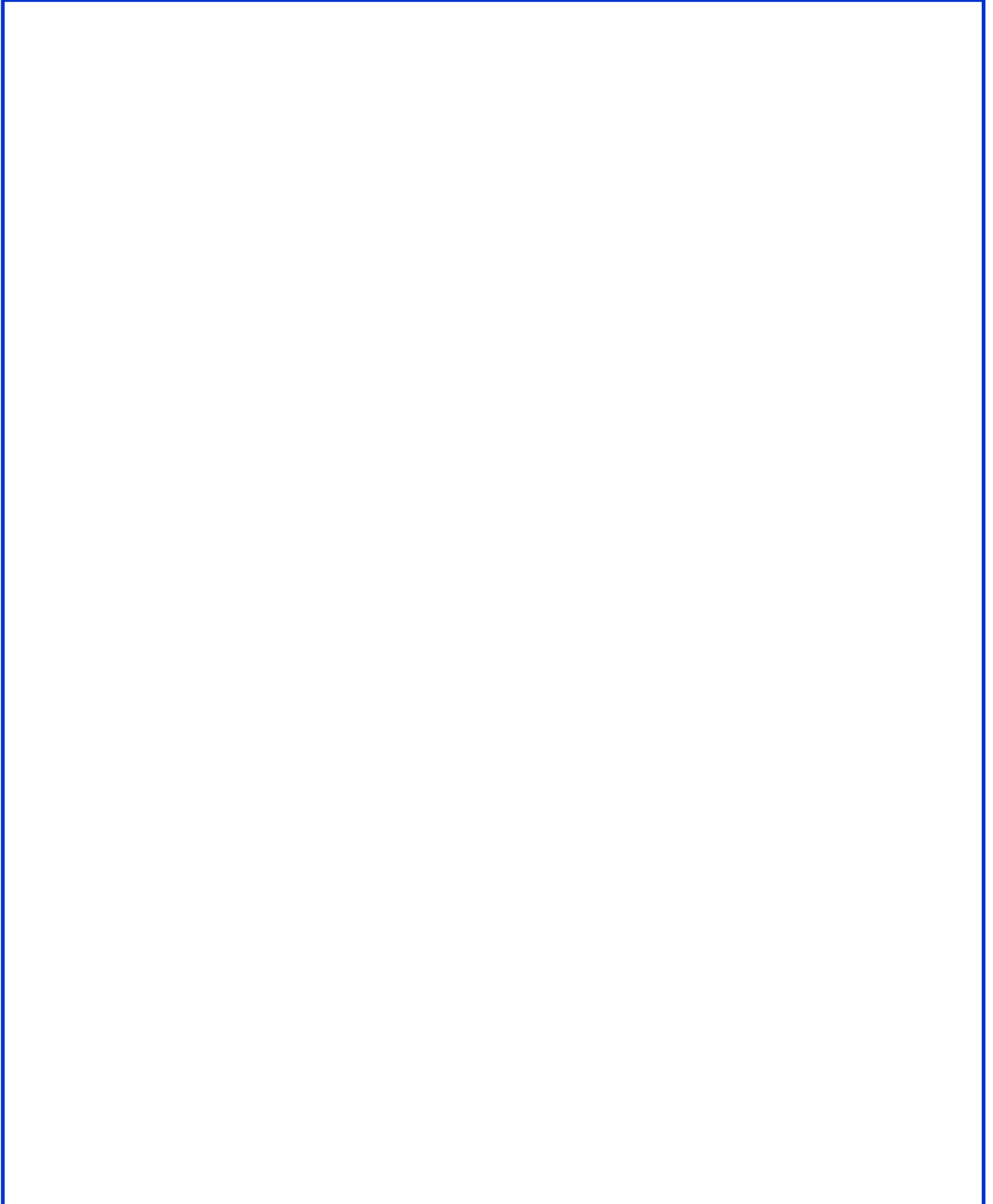
Paper 1: 2 hrs 30 mins, 100 marks, 50%.

Paper 2: 2 hrs, 80 marks, 20%.

Paper 3: 23 mins (+ 5 mins prep), 60 marks, 30%.



The Sixth Form





The Sixth Form

**Other courses
offered from
September
2025**

NB. Courses will only run subject to appropriate student numbers and funding

ANCIENT HISTORY (AS)

Exam Board:

OCR

Syllabus No:

H007

Teacher's Commentary:

This is an exciting opportunity to study and explore the depths of Ancient Greece and Rome. The course is designed to challenge and develop your historical skills and knowledge of the ancient world through the use of sources, interpretations and applied knowledge.

The course weaves through two very diverse topics that enable you to develop an awareness of relevant historical debates surrounding Greece and Rome. Within these topics you will find individuals that will challenge your preconceptions of the ancient world and test your skills of analysis.

Ancient History will test your analytical thinking and ability to write in full essay form. It is important to come with an open mind that is ready to challenge, evaluate and explain thought processes.

You will have the opportunity to study a subject that you will have never learned before and grasp some of the complexities of the past.

The desire to know more, research and not take sources at face value will be essential to success. Finally, this course will enable you to develop a real sense of period and what it was like to walk amongst the Ancient Greeks and Romans.

Paper 1

Students will study 'Ancient Greece', a unit that focuses on: the challenges of the Persian Empire, conflict between Athens and Sparta, peace between Athens and Sparta, including the role of Corinth, the Archidamian War with the invasions of Attica, and ending this unit with the end of the Peloponnesian war and its aftermath.

Students will learn the main events and issues in order to understand its impact.

Paper 2

Students will study the stories and developments of Ancient Rome. In particular, there is a focus on the emperors that ruled Rome and their impact as rulers. We also focus on contemporary sources that tackle the military, social and political achievements of each emperor.

To begin, students will study Emperor Augustus, including his attitudes towards religion and relations with the Senate. Next, students will focus on Emperor Tiberius and the challenges and conspiracies to his reign before looking into the reign of Emperor Gaius, his character, personality and the Imperial Cult he created.

After this, the focus will be on Emperor Claudius and his role in the invasion of and desire for Britain. Finally, students will explore Emperor Nero, how he is presented in ancient sources, the importance and roles of his wives, and the changes he made that affected relations with the Senate, Equestrians and the ordinary people of Rome.

Entry Requirements:

Minimum grade 6 English Language GCSE.

History GCSE grade 5 (preferred but not essential).

Students who have not gained this grade may be considered at the discretion of the Head of 6th Form.

Assessment Pattern:

Paper 1:

Relations between Greek states and between Greek and non-Greek states 492-404BC (50%, 1½ hrs).

One "issue" question, 10 marks, one source question, 20 marks, and an essay question, 30 marks.

Paper 2:

The Julio-Claudian Emperors 31BC - AD 68. (50%, 1½ hrs). Same question styles as above.

Exam Board:

Pearson

Course Title:

BTEC L3 National Diploma in Sport / Extended Diploma in Sport

Teacher's Commentary:

This qualification is equivalent to **either two or three A Levels** based on whether you complete the diploma (**2 A levels**) or extended diploma (**3 A levels**). It has been designed as a full two-year programme for post-16 learners, and is particularly appropriate for those who are interested in progressing to a career in sport and physical activity development, either directly, or through higher education.

Course Details

The course is taught jointly, with students expected to attend all lessons, undertaking extra-curricular activities by assisting the PE departments in lessons and school clubs as this experience will help students as the course progresses. Units are completed with each graded at a Pass (E/D grade), Merit (C/B grade) or Distinction (A/A* grade).

BTEC Diploma in Sport

There are 9 units of work to complete, 6 units are mandatory with 3 optional units. Students will be given feedback on their work before submitting their grades.

The 6 mandatory units over the two year course are:

1. Anatomy and Physiology
2. Fitness Training and Programming for Health, Sports and Well-Being
3. Professional Development in the Sports Industry
4. Sports Leadership
5. Investigating Business in the Sport and Active Leisure Industry
6. Skill Acquisition in Sport.

The remaining three are then chosen from the optional units selection that BTEC offer.

BTEC Extended Diploma in Sport

There are 14 units of work to complete, 10 units are mandatory with 4 optional units. Students will be given feedback on their work before submitting their grades.

The 10 mandatory units over the two year course are:

1. Anatomy and Physiology
2. Fitness Training and Programming for Health, Sports and Well-Being
3. Professional Development in the Sports Industry
4. Sports Leadership
5. Practical Sports Performance
6. Coaching for Performance
7. Research Methods in Sport
8. Development and Provision of Sport and Physical Activity
9. Investigating Business in the Sport and Active Leisure Industry
10. Skill Acquisition in Sport.

The remaining four are then chosen from the optional units selection that BTEC offer.

Entry Requirements:

5 GCSE passes at grades 9 - 4.

GCSE PE Grade 5.

Students who have not gained this grade may be considered at the discretion of the Head of 6th Form.

Assessment Pattern:

Diploma

Of the 9 units of study, 1 will be a written exam, 2 will be using a case study to analyse information, 6 will be assignment-based and marked by teachers.

Students will be given feedback and the opportunity to improve assessments before final submission.

Extended Diploma

Of the 14 units of study, 2 will be a written exam and 2 will be using a case study to analyse information. 10 will be assignment-based and marked by teachers.

Students will be given feedback and the opportunity to improve assessments before final submission.

CORE MATHEMATICS

Exam Board:

Edexcel / OCR

Syllabus No:

7MC0 / H869

Teacher's Commentary:

Core Maths is taught on the student's home school site (Maths in Context (Edexcel) at Beaminster, Qualification in Quantitative Reasoning (OCR) at Colfox), and completed in one year.

Core Maths is a stimulating, challenging course which will increase knowledge and understanding of mathematical techniques and their applications, and support the study of other A levels. It will develop key employability skills such as problem-solving, logical reasoning, communication and resilience, as well as preparing students for a wide range of university courses.

The Core Maths qualification is equivalent to an AS level and an option for any student with at least a GCSE Mathematics grade 4/5.

The aims of Core Mathematics:

- To increase understanding to support the mathematical content in other qualifications, especially Physics, Chemistry and Biology; Business Studies; Geography; Psychology (where A Level Maths is not being studied)
- Consolidate and build on mathematical understanding, and develop the ability to apply mathematics to authentic problems
- Develop competence in the selection and use of mathematical methods and techniques
- Build skills in mathematical thinking, reasoning and communication
- Core Maths is relevant to a wide range of future studies and employment.

Core Maths is commonly taken by scientists and those studying Psychology, Geography, Business Studies and PE.

Examination Details:

Students will sit two papers, both testing the content areas of:

- Applications of statistics
- Probability
- Linear programming
- Sequences and growth.

Paper 1: Comprehension

Students are provided with a source booklet which will detail two real life contexts. Students are required to comprehend, interpret and analyse the content in order to answer the questions.

Paper 2: Applications

Students are required to apply their problem solving skills to answer themed questions.

Entry Requirements:

Minimum 6th form entry requirements.

GCSE Maths minimum Grade 4/5.

Students who have not gained this may be considered at the discretion of the Head of 6th Form.

Assessment Pattern:

Paper 1:

Comprehension, interpretation and analysis.
100 minutes, 60 marks.

Paper 2:

Problem solving skills.
100 minutes, 80 marks.

Extended Certificate in Professional Cookery

Exam Board:

CTH (Confederation of Tourism and Hospitality)

Syllabus No:

TBC

Teacher's Commentary:

The Level 3 Extended Certificate in Professional Cookery is a recognised professional qualification with 12–36 UCAS points and is designed for students who want to develop the knowledge and skills required for a wide range of careers such as BA (Hons) Hospitality and Catering or BA (Hons) Hospitality Management.

This is a 5 term course that will be assessed weekly through practical sessions that are tasted, photographed and marked, before being uploaded weekly to Leith's for assessment.

Typical dishes include: Tandoori prawns with flat breads and coriander chutney, gourmet venison burgers with brioche and pickled cucumber, pear and pecan salad and vanilla panna cotta with roasted rhubarb and shortbread crumb.

Following two x 3 hour practical exams, a menu-planning task, and an online food hygiene and allergen exam, a final grade of Pass (55-69%), Merit (70-84%) or Distinction (85%+) will be awarded.

Year 1

The course is designed to give students the confidence and grounding to work with industry or cook for themselves promoting healthy eating and independent living.

Students will complete the Level 2 Hygiene and Food Safety certificate following weekly practicals to cover a variety of skills such as: knife skills, sauces, batters, fresh pasta, cake making, soup and ramen, preparing and cooking game, pastry - short crust, choux and rough puff - meringue and breads, seafood preparation and cooking, as well as frozen desserts, garnishing and plating up, steamed puddings and preparing and cooking game and poultry.

Students will build a portfolio of evidence alongside termly theory tests.

Year 2

As part of the course all students will take part in a group task that will involve planning and preparing a community event, to include menu planning, test recipes, ordering, advanced prep and hosting the event.

Students will also undertake two 3 hour practical assessments which will be assessed by visiting Leith's tutors.

Entry Requirements:

Grade 5 in GCSE Food and Nutrition or an equivalent qualification.

Students who have not previously studied these subjects or achieved this grade may be considered at the discretion of the Head of 6th Form.

Assessment Pattern:

Two x 3 hour practical assessments.

Two menu planning coursework tasks.

30 minute online food hygiene and allergen exam.

EXTENDED PROJECT QUALIFICATION (EPQ)

Exam Board:

AQA

Course Title:

7993

Teacher's Commentary:

The Extended Project Qualification (EPQ) is taught on the student's home school site.

The EPQ is an independent project carried out on a topic completely of the student's choice.

It helps students develop and improve their own learning and performance as critical, reflective and independent learners, through applying decision making and problem solving skills.

They need to plan, research, think critically, analyse, synthesise, evaluate and present.

Having chosen a topic that bridges their intended course of study at university or complements their studies at A level (or, indeed, a subject that is of personal interest), the student will either write a 5,000 word essay informed by research or create an artefact or product with a 1,000 word essay that evaluates the process of production..

Students are expected to be self-motivated, able to research in detail and be proactive about deadlines and meetings.

Successful completion leads to an AS level. Grades A* - E are awarded, with an A* grade being worth 28 UCAS points.

Structure

Once students have chosen a topic it must be approved by their supervisor.

They then carry out independent research and complete a production log to document the project process.

Additionally, there is a taught component covering skills such as how to research, planning and referencing.

Progress is monitored and support and guidance is provided by a supervisor.

Finally, candidates must deliver a presentation in front of their supervisor and an audience of their choosing. They should expect to be asked questions during this presentation.

Entry Requirements:

Minimum 6th form entry requirements.

EPQ is suitable for all students, and is particularly enriching for students progressing to university, especially to study non A Level subjects such as Architecture or Economics.

Assessment Pattern:

Assessment is internally assessed and moderated by the exam board.

Each student has to present their completed project to a non-specialist audience and take questions from the audience.

Assessment criteria:

- Management skills
- Use of resources
- Develop and realise project
- Review overall effectiveness.

Exam Board:

London Institute of Banking and Finance

Syllabus No:

600/8537/X

Teacher's Commentary:

As an Applied General qualification, the Certificate in Financial Studies (CeFS) is designed to provide a comprehensive introduction to personal finance. Its purpose is to prepare students for further study through the development of the core skills of analysis, evaluation and synthesis through classroom discussion and written communication.

CeFS develops the knowledge and skills required for young people to make informed financial decisions. It introduces students to the risks and challenges involved in personal finance and it also explores social-economic trends and their relationship with an individual's circumstances and attitudes.

The qualification encourages students to analyse financial information and financial products and begin to make judgements about suitability for people in different circumstances. Students will enhance financial literacy through knowing key terms. Students will demonstrate numeracy skills, including the ability to manipulate financial and other numerical data to reflect the conceptual activity of financial maths. They will be able to select appropriate data and information to make arguments and structure and communicate ideas logically and coherently.

Unit 1

- Understand the value and purposes of money.
- Understand the concept of the personal life cycle and the impact of external influences.
- Understand the features of different types of financial services product.
- Understand the role of key stakeholders in financial services provision.
- Understand the characteristics of financial products for managing money.
- Understand how to manage finance in the short term and the impact of poor decision-making and unforeseen circumstances.
- Understand the impact of legislation and regulations on earnings and the key features of income tax and National Insurance.
- Understand an individual's financial needs through the various life stages.

Unit 2

- Understand the influence of values, needs, wants and aspirations on financial decision-making.
- Understand how to budget for future aspirations and life events.
- Understand how to plan for medium- and long-term financial needs.
- Understand the features of risks and rewards in managing personal finance.
- Understand the features of different types of financial services product.
- Understand how to make informed financial choices in the selection of financial services products.
- Understand when, where and how an individual can get financial help and advice.

Entry Requirements:

GCSE Grade 4 in both Maths and English

Students who have not gained this grade may be considered at the discretion of the Head of 6th Form.

Assessment Pattern:

Assessed by both written exam (65%) and online multiple choice exam (35%) for each unit.



The Sixth Form

