

BRENTFORD 6th FORM



Inspiring young
people to realise
their potential for the
future



COURSE BOOKLET

2018-2019

CONTENTS

PAGE 1	ART & DESIGN
PAGE 2	BIOLOGY
PAGE 3	CHEMISTRY
PAGE 4	DRAMA & THEATRE
PAGE 5	ENGLISH LITERATURE
PAGE 6	FILM STUDIES
PAGE 7	GEOGRAPHY
PAGE 8	HEALTH & SOCIAL CARE
PAGE 9	HISTORY
PAGE 10	MATHEMATICS
PAGE 11	PHOTOGRAPHY
PAGE 12	PSYCHOLOGY
PAGE 13	SOCIOLOGY
PAGE 14	TEXTILES
PAGE 15	TRAVEL & TOURISM

COURSE OVERVIEW

This is a two year course where you will produce two distinct projects. These are called component 1 and component 2.

Component 1: Worth 60 % of your overall grade and takes the form of sketchbook work and outcomes. You will demonstrate your skills and understanding when recording the creative process and learning about materials, techniques and processes. This will develop into your own project where you will investigate a theme of your choice; this unit has to be accompanied by a 1000-3000 word essay.

Component 2: Examination project worth 40% of the overall grade. This begins in February of year 13. During this project, you will choose from a list of themes, create sketchbook work and produce a project, which is completed with a 15-hour examination.

WHY STUDY ART & DESIGN?

Art and design enhances all facets of life. Whether it is your appearance, presentation of work or using computer software; art is all around us in many different areas. The subject alone is enjoyable and rewarding as you are constantly creating things that never existed before. It enhances many other A-levels and allows you to follow a hands-on approach to learning.

UNITS

Component 1: A project covering materials, techniques and processes in art and design and an additional project of your choice.

Component 2: A practical project taken from the exam paper and 15-hour examination as a culmination of the project.

ASSESSMENT

The component 1 assessment takes place continuously and all work can still be amended and improved before May of the second year. In February of year 13, students are given an exam paper where they create a project based on a theme. They then create their own outcome during the 15 hours.

EXAM BOARD

AQA Art & Design (7201)

ENTRY CRITERIA

A profile of five level 4/5s at GCSE.

If you already have art and design, textiles or photography at GCSE this will stand you in better stead as you will already have knowledge of the developmental process involved in this course. If you do not have one of these subjects, you can still gain entry on to this course as the initial projects are all skills based. A portfolio of evidence will be required to ensure you have the basic level of skill required for this course.

ENRICHMENT OPPORTUNITIES

- Study day at the Institute of Education
- Gallery visits
- Life-drawing
- Work experience.

HIGHER EDUCATION & EMPLOYMENT LINKS

The skills gained by studying Art and Design can be transferred onto many areas of employment. Students can gain places on various university courses.

CAREERS

- Artist
- Designer
- Archaeologist
- Animator
- Architect
- Engineer
- Physiotherapist
- Cosmetic Dentist
- Make-up artist
- Jeweller
- Gallery assistant
- Marketing Officer
- Journalist

WHICH TEACHERS SHOULD I TALK TO ABOUT THIS SUBJECT?

Ms Storer (Head of Art)

Miss Pyke (Teacher of Art & Photography)

COURSE OVERVIEW

You will complete eight core practical experiments linked to the topics.

In the second year, you will build on this foundation by studying the following six topics:

- Energy for biological processes
- Microbiology and pathogens
- Modern genetics
- Origins of genetic variation
- Control systems
- Ecosystems

You will also complete up to eight further core practical experiments linked to the topics above.

WHY STUDY BIOLOGY?

Biology is a popular subject. Many students enjoy the subject so much that they often choose a biology related degree. Others go on to careers in law, computing, accounting or teaching. Whatever field you decide to work in, you will find biology a very rewarding and challenging course that will develop many of the skills essential for a successful career.

UNITS

The specification comprises of the topics listed above and a practical endorsement component.

ASSESSMENT

The exam, at the end of the first year, will consist of the four topics you will have learnt:

- **Paper 1:** Core cellular biology and microbiology (1 hour 30 minutes).
- **Paper 2:** Core physiology and ecology (1 hour 30 minutes).

The A-level exam at the end of the second year will consist of all 10 topics you will have learnt:

- **Paper 1:** Advanced biochemistry, microbiology and genetics (1 hour 45 minutes).
- **Paper 2:** Advanced physiology, evolution and ecology (1 hour 45 minutes).
- **Paper 3:** General and practical principles in biology (2 hours 30 minutes).

Science Practical Endorsement (Internally assessed and externally monitored by Edexcel).

The core practicals that you will complete over the course will provide opportunities for demonstrating competence in various skills, together with the use of apparatus and techniques in biology. It will not contribute to the overall grade for this qualification, but the result will be recorded on your certificate at the end of the course.

EXAM BOARD

Edexcel Specification B (9BIO)

ENTRY CRITERIA

Level 6 in science and maths GCSE

ENRICHMENT OPPORTUNITIES

In year 12, you will have the exciting opportunity to apply for a work experience programme at Imperial College over the summer. Students who are interested in healthcare careers will have the chance to observe sessions with a GP, as well as professionals in medicine, nursing, physiotherapy, midwifery, dentistry and pharmacy.

Field trips will be arranged so that you can get hands-on experience of sampling plant and animal species using various techniques and investigating abiotic factors.

HIGHER EDUCATION & EMPLOYMENT LINKS

In recent years, higher education institutions and employers have consistently flagged the need for students to develop a range of transferable skills to enable them to respond with confidence to the demands of undergraduate study and the world of work.

By studying biology, you will develop cognitive skills, such as critical thinking and ICT literacy. You will also enhance your interpersonal skills, such as communication and collaborative problem solving by working with others. Your intrapersonal skills, such as adaptability and self-management will also progress over the course.

CAREERS

- Healthcare
- Medicine and Nursing
- Dentistry
- Psychology
- Physiotherapy
- Forensic science
- Botany
- Environmental science
- Zoology, geology, oceanography
- Pharmaceuticals
- Energy
- Genetics and research

WHICH TEACHERS SHOULD I TALK TO ABOUT THIS SUBJECT?

Mrs Abbas (A-level Biology Teacher)
Ms Singh (Deputy Head and A-level Biology Teacher)
Mrs Fleck (Head of Science)

COURSE OVERVIEW

In the first year, you will study the fundamental principles of Chemistry in the following modules:

- Atomic structure and the periodic table
- Bonding and structure
- Redox I
- Inorganic chemistry and the periodic table
- Formulae, equations and amounts of substances
- Modern analytical techniques I
- Energetics I
- Kinetics I
- Equilibrium I

You will be required to complete eight core practical experiments.

In the second year, you will build on this foundation by studying the following modules:

- Equilibrium II
- Acid-base equilibria
- Energetics II
- Redox II
- Transitions metals
- Kinetics II
- Organic chemistry II
- Organic chemistry III
- Modern analytical techniques II
- Eight further core practical experiments.

WHY STUDY CHEMISTRY?

Chemistry is a popular subject that is required to pursue many careers of choice in the sciences. Many students go on to pursue chemistry related degrees, such as pharmacy, chemical and biochemical engineering, and medicine. Whatever field you decide to work in, you will find chemistry both a very rewarding and challenging course that will develop many of the skills essential for developing a successful career in both the scientific and non-scientific world.

UNITS

The specification comprises of the topics listed previously and a practical endorsement component. There are three externally examined papers taken in year 13, one of which covers all topics and the practical component of the course.

ASSESSMENT

The exam at the end of the first year will consist of:

- **Paper 1:** Core inorganic and physical chemistry (1 hour 30 minutes).
- **Paper 2:** Core organic and physical chemistry (1 hour 30 minutes).

The A-level exam at the end of the second year will consist of all 10 topics:

- **Paper 1:** Advanced inorganic and physical chemistry (1 hour 45 minutes).
- **Paper 2:** Advanced organic and physical chemistry (1 hour 45 minutes).
- **Paper 3:** General and practical principles in chemistry (2 hours 30 minutes).
- **Science Practical Endorsement** (Internally assessed and externally monitored by Edexcel)

The core practicals that you will complete over the course will provide opportunities for demonstrating competence in various skills, together with the use of various apparatus and techniques in Chemistry. It will not contribute to the overall grade for this qualification, but the result will be recorded on your certificate at the end of the course.

EXAM BOARD

Edexcel

ENTRY CRITERIA

Level 6 in science & maths GCSE

ENRICHMENT OPPORTUNITIES

In Year 12, you will have the exciting opportunity to apply for a work experience programme at Imperial College over the summer. Field trips will be arranged so that you can get hands-on experience, as well as exposure to various industries.

HIGHER EDUCATION & EMPLOYMENT LINKS

By studying chemistry, you will develop cognitive skills, practical skills and ICT literacy. You will also enhance your interpersonal skills and intrapersonal skills, such as adaptability and self-management.

CAREERS

- Healthcare, Medicine and Nursing
- Engineering
- Nutrition
- Forensic science
- Biochemistry/Environmental science/Marine science
- Pharmaceuticals/Genetics and research

WHICH TEACHERS SHOULD I TALK TO ABOUT THIS SUBJECT?

Mr Irons (A-level Chemistry teacher)

Mrs Fleck (Head of Science)

COURSE OVERVIEW

The A-level drama and theatre course allows students to practically explore and develop their understanding of theatre history, as well as explore performance skills. Students will also be able to explore the varied roles within a production including designer, director and actor. Students will also have the opportunity to create their own relevant performance within a group.

WHY STUDY DRAMA & THEATRE?

Drama and theatre studies provides students with a comprehensive understanding of the theatre and performance, as well as some integral life skills used throughout plenty of occupations. These transferable skills such as; teamwork, presentation, vocal skills and mediation have led students onto a variety of courses and employment.

UNITS

Component 1 - Devising: In this component, students will develop their creative and exploratory skills to devise an original performance.

Component 2 - Text in Performance: Students will develop and demonstrate theatre-making skills, appropriate to their role as a performer or designer. They will explore how they realise artistic intentions in performance.

Component 3 - Theatre makers in performance: This component requires students to consider, analyse and evaluate how different theatre makers create impact.

ASSESSMENT

Students will be assessed practically and through written work throughout the course, as well as an end of course written examination.

Component 1: 40% of A-level grade overall: Written coursework and performance.

Component 2: 20% of A-level grade overall: Performance of script.

Component 3: 40% of A-level grade overall: Written exam.

EXAM BOARD

Edexcel

ENTRY CRITERIA

Five GCSEs at Level 5 and above. Consideration will be given on an individual basis if these criteria are not met.

ENRICHMENT OPPORTUNITIES

- Regular theatre trips
- The Globe theatre trip
- Directors and actor speakers
- Theatre company workshops
- Theatre conferences

HIGHER EDUCATION & EMPLOYMENT LINKS

- BA Acting
- BA Drama
- MA Arts and Theatre History
- BA Musical Theatre
- BA Costume Design
- BA Set Design

CAREER LED LEARNING:

- Community Arts Coordinator- apprenticeship
- Technical Theatre apprenticeship
- Live events and promotion apprenticeship

CAREERS

- Journalist
- Actor
- Events Management
- Drama Therapist
- Lawyer, Teacher
- Stage Manager
- Youth worker
- Television Presenter
- Director

WHICH TEACHERS SHOULD I TALK TO ABOUT THIS SUBJECT?

Miss Marsh (Head of Drama)

COURSE OVERVIEW

English Literature A-level, studied over 2 years, is the close analysis of different literary forms: prose, poetry and drama. Studying literature involves exploring the deeper meaning in texts and the methods used by writers to shape and convey their meaning, as well as so much more:

- We study the historical and social context of texts in order to better understand the writer's views and attitude, or the reasons behind the ways in which characters have been constructed.
- We also consider the influence of historical, cultural and social perspectives on a reader or audience, or the influence of current affairs on the perception of current readers or audiences.
- We debate sociological issues, such as relationships and people's treatment of others.
- We explore the psychology behind the characters' motives and behaviours.
- We use ICT to present literary research projects;
- We create compelling, well-structured academic essays.

The English Literature A-level supports students in developing such a broad skill-set; it compliments many subject choices or career paths and is highly desirable to both universities and employers.

WHY STUDY ENGLISH LITERATURE?

Through discussion and debate of English Literature, we can explore ideas, relationships and issues that are relevant to everyone from every time, background or culture. The right book has the power to change both the world and your world! As well as reflecting the current society, literature has the power to shape our ideas and attitudes and change our futures.

The right word or phrase can inspire you towards a future goal or make you nostalgic and reminiscent of the past. It can make you exceedingly happy or bring you to tears. It can make you understand. It can make you feel, deeply. Whoever said that 'sticks and stones can break your bones but words can never hurt you' was wrong; words have the power to change you, haunt you, and make you see things differently. If you can appreciate the power of language, you in turn can become powerful.

If you can love language and understand what it can do, it will change you and give **you** the means to inspire, change and move people. Surely, the power to influence others and what they 'think, say and do' is the greatest power of all. However, 'with great power comes great responsibility', so use it wisely.

After all, loving language can make you powerful!

The only question asked in **every** Oxford interview is "What is your favourite book?"

UNITS & ASSESSMENT

Component 1: Poetry (30% of A-level) 2 hour exam

- Section A – Poetry pre-1900 John Keats: Selected Poems
- Section B: Poetry post-1900
- Philip Larkin: The Whitsun Weddings & Carol Ann Duffy: Mean Time

Component 2: Drama (30% of A-level) 2 hour exam

- Section A: Shakespeare - 'King Lear'
- Section B: Drama – John Webster: The Duchess of Malfi & Tennessee Williams: A Streetcar Named Desire

Component 3: Unseen Texts (20% of A-level) 2¼ hour exam

- Section A: Unseen Prose: 1918-1939.
- Section B: Unseen Poetry

Component 4: Coursework (20% of A-level)

- 2500-3500 word essay. Jean Rhys: Wide Sargasso Sea & Ian McEwan: On Chesil Beach

EXAM BOARD

EDUQAS: 601/4870/6

ENTRY CRITERIA

Five Level 5s at GCSE including English Literature and Language. In addition, this is a good subject for people who like reading and thinking about and discussing challenging ideas.

ENRICHMENT OPPORTUNITIES

- Regular theatre trips: Jane Eyre and Dr. Faustus last year.
- Screenings: For example, RSC production of King Lear at the Waterman's and Jane Eyre this year.
- Invitations to author readings: Will Self.

HIGHER EDUCATION & EMPLOYMENT LINKS

English Literature is an important facilitating subject for many degree courses and for many top universities. It is especially useful if you want to study English Literature, law, journalism, media and film, politics, history, sociology or psychology, or medicine.

CAREERS

Because it teaches you how to think deeply and how to write, English Literature is relevant preparation for almost all professions. It might be especially useful if you are interested in becoming a journalist, teacher, lawyer, author or poet, screenwriter or playwright, psychologist, Historian or Researcher, or Politician

WHICH TEACHERS SHOULD I TALK TO ABOUT THIS SUBJECT?

Miss Downton (Head of English)

COURSE OVERVIEW

The course offers a range of opportunities to engage with films from across the world. The unit include mainstream Hollywood, US independent film, UK independent film, International film, Silent era cinema, feature documentary and experimental film.

Teaching is through a variety of styles including screening and discussion, formal lecture, university style seminar, one-to-one tutorials, student presentations, professional trips, creative and practical workshops and debate.

There are two terminal exams at the end of the two-years and a non-examined assessment (NEA) that takes one of two forms; either a practical film production to a specific brief or the writing of an original screenplay, both accompanied by an evaluative analysis.

Film studies is an academic course, which will enable you to examine iconic cinema through the lens of history and politics, understanding cultural and social factors involved and exploring the aesthetics and spectator response.

WHY SHOULD I STUDY FILM STUDIES?

Watching films is one of the great pleasures of our era as films reflect our society. Where the great English novel was the dominant cultural art form of the 19th century, film has taken its mantle in the 20th and early 21st century. Films give us a window into other cultures and times, be it Pan's Labyrinth (Dir. Del Toro) commenting on the Spanish Civil War of the late 1930s or Do the Right Thing (Dir Spike Lee) dissecting racism in 1980s America. All modern media are heavily influenced by film: from TV to music videos, adverts to social media. Film has given us a new language for seeing the world and reflecting on the issues of the time. It is both mass entertainment enjoyed across social, cultural and language barriers as well as a truly universal art form.

Film Studies is very closely linked with English literature, history and sociology in academic terms and complimentary to all of them. However, it is also intuitively connected to drama, art, photography and music through the complimentary creative skills; pulling together the best in writing, design, performance, photography and editing. It requires patience and fortitude but is immensely rewarding. The skills gained are transferable to multipole arenas.

UNITS

Component 1 – Varieties of film and filmmaking – Hollywood and British film

Component 2 – Global film perspectives – global, documentary, silent and experimental Film

Component 3 – Production NEA – short film production or screenplay and digital storyboard

ASSESSMENT

Final assessment is through terminal exams and NEA

- Component 1 – Varieties of film and film making (2.5-hour exam - 35%)
- Component 2 – Global film perspectives (2.5-hour exam - 35%)
- Component 3 – Production (NEA – 30%)

EXAM BOARD

Eduqas

ENTRY CRITERIA

Five GCSEs at Level 5 and above. Consideration will be given on an individual basis if these criteria are not met.

You **DO NOT** need to have studied Film at GCSE. However, an interest in film, culture, society, politics and history are all beneficial.

ENRICHMENT OPPORTUNITIES

We will enjoy a number of possible trips including, the BFI, Warner Brothers' studios, Film Festivals and, of course, the cinema. We will be welcoming visiting filmmakers and ex-students to share their experiences. There may be opportunities for work placements in the film and TV industries. There is an annual Film Premiere in March or April – a red carpet event with prizes and a guest professional judge.

HIGHER EDUCATION & EMPLOYMENT LINKS

Film Studies A-level is highly respected at university and an excellent third subject for those seeking places for law, criminology, politics, history, philosophy and English literature or related choices. It is a bridge subject for those considering taking A-level in English literature/history and art/photography or sociology/psychology and drama.

A good grade in Film Studies A-level shows that you can write well-structured and reflective essays and this facilitates entry into law and related degrees including criminology. The skills acquired through the non-examined assessment demonstrate to university admissions officers independent thinking and resilience, as well as creativity. These qualities are highly sought after by employers as well.

It is of course a facilitating subject for anyone seeking a university place in film and media, television, advertising and marketing, that it is ideal if you are considering a career in the media Industries including advertising, TV, film, news, radio, marketing, games and social media.

WHICH TEACHERS SHOULD I TALK TO ABOUT THIS SUBJECT?

Mr Holloway (Head of Film & Media Studies)

COURSE OVERVIEW

A-level geography is the study of the Earth's landscapes, people, places and environments. It is, quite simply, about the world in which we live. Geography is unique in bridging the social sciences (human geography) with the natural sciences (physical geography). Human geography concerns the understanding of the dynamics of cultures, societies, economics and geopolitical relationships. Physical geography concerns the understanding of the dynamics of the natural world.

The content at A-level incorporates a residential field trip that provides the basis for the non-examined assessment (course work). It is a 2-year linear course.

WHY STUDY GEOGRAPHY?

"Geography is the subject which holds the key to our future" - Michael Palin.

There has never been a better or more important time to study A-level geography. Dealing with vital issues such as climate change, migration, environmental degradation, social issues and natural hazards, A-level Geography is one of the most relevant subjects you could choose to study. Students enjoy the scope of the material they cover in geography, the insights it can provide into the world around us and the highly contemporary nature of the issues it tackles.

UNITS

This course includes the study of core geographical concepts, along with contrasting themes of contemporary or environmental impact management and sustainability.

The course will cover a range of both physical and human geography and will provide opportunities to apply a range of different geographical skills and use these skills in a range of fieldwork contexts.

Physical units: tectonic processes and hazards, coastal landscape and change, the water cycle and the carbon cycle.

Human units: globalisation, regenerating places, superpower and migration, identity and sovereignty

ASSESSMENT

Exam Paper 1: 30% of A-level – Physical geography
Exam Paper 2: 30% of A-level – Human geography
Exam Paper 3: 20% A-level – Synoptic investigation
Course work: 20% A-level – Independent investigation

EXAM BOARD

Edexcel Geography A-level - 2-year linear course

ENTRY CRITERIA

Five GCSEs at Level 5 and above. Consideration will be given on an individual basis if these criteria are not met.

ENRICHMENT OPPORTUNITIES

As part of the A-level geography course, it is compulsory for students to complete a minimum of 4 days fieldwork. This will be completed during a compulsory 4-day residential field trip.

HIGHER EDUCATION AND EMPLOYMENT LINKS

Geography or environmental sciences as a degree

CAREERS

Careers associated include:

- Travel
- Leisure and culture
- Environment and sustainability
- Business
- Development and global issues
- Settlement, town and transport planning
- Hazard prediction and risk management

WHICH TEACHER SHOULD I TALK TO ABOUT THIS SUBJECT?

Miss Partis (Head of Geography)

COURSE OVERVIEW

This course is equivalent to receiving one A-level and consists of 50% coursework and 50% exams. Lessons will be taught lecture/seminar style with students getting the opportunity for discussions, debates and role-plays.

WHY STUDY HEALTH & SOCIAL CARE?

- Communicate with others in a clear and articulate manner.
- Present ideas and arguments verbally in formal presentations and seminars, and informal discussions in a variety of environments.
- Work with others in the preparation and presentation of group work, and take responsibility for an agreed area of a shared activity.
- Negotiate with peers and formally with members of organisations.
- Identify and propose solutions to problems, both in relation to the substantive area of health and social care and to other educational and social issues.
- Work independently and identify personal needs for skill development on an ongoing basis.
- Recognise issues relating to equal opportunities, and identify appropriate action in relation to such issues.
- Use information technology to store, retrieve and produce material for Health and Social Care coursework, drawing on skills in the use of word processing, databases and spreadsheets as appropriate.
- Gather and analyse relevant information from a wide variety of sources using appropriate manual and electronic systems.
- Reflect on and review progress in their own studies, and seek assistance or guidance as appropriate in order to enhance their own personal development.

UNITS & ASSESSMENT

The mandatory content of the qualification incorporates topics relevant across the health and social care sector:

Human Lifespan Development: The unit will be assessed through one examination of 90 marks lasting 1 hour and 30 minutes. Learners will be assessed through a number of short and long - answer questions.

This unit will develop your knowledge and understanding of patterns of human growth and development.

Working in Health and Social Care: This unit will be assessed through one examination of 80 marks lasting 1 hour and 30 minutes. Learners will be assessed through a number of short and long - answer questions.

This unit will help you to understand what it is like to work in the health and social care sector.

Meeting Individual Care and Support Needs: synoptic coursework.

In this unit, you will learn about the values and principles of meeting care and support needs and look at some of the ethical issues that arise when personalising care.

Sociological perspectives: coursework.

In this unit, you will gain an understanding of the different sociological perspectives and concepts, and consider how these can be applied to Health and Social Care.

EXAM BOARD

Edexcel Pearson BTEC level 3 National Extended Certificate in Health and Social Care (360 GLH) 601/7197/2

ENTRY CRITERIA

Five level 4/5s, including English at a minimum grade of 5 and Maths at minimum of grade 4. Level 2 BTEC Award (M-D*). Consideration will be given on an individual basis if these criteria are not met.

ENRICHMENT OPPORTUNITIES

Trips to the Wellman Institute, local hospitals and care homes as well as to local universities. Guest speakers from various relevant allied health professions will also come in to deliver sessions.

HIGHER EDUCATION & EMPLOYMENT LINKS

Degrees in various health related studies can be embarked upon after successful completion of this course (as long as combined with other level 3 BTECs or A-levels) In the BTEC National units there are opportunities during the teaching and learning phase to develop employability skills.

CAREERS

- Nursing, Midwifery
- Pharmacy
- Youth Worker, Social Worker
- Speech and Language Therapy
- Dietetics
- Health promotion research
- Paramedic

WHICH TEACHERS SHOULD I TALK TO ABOUT THIS SUBJECT?

Miss Williams (Head of Health & Social Care)

COURSE OVERVIEW

The A-level course gives you the opportunity to learn about England under the Tudors from 1485 – 1603 and the emergence of Hitler and Nazi Germany in the period 1918 – 1945. Through this, students will develop an understanding of people in past societies, the problems they faced, their values and attitudes. Students will also develop historical skills and learn to present a clear, concise, logical and relevant argument. There is a real focus on improving your written and oral communication skills.

As well as teacher delivered content in lessons, there will be opportunities for you to work independently and carry out your own research. You will be encouraged to participate in discussion, as well as work in small groups or pairs to prepare materials and share ideas. We encourage students to think independently and make effective use of different sources of information.

WHY STUDY HISTORY?

Everyone can benefit from the study of History. It is a special subject because through studying the past it provides a frame of reference to interpret, experience and understand the present. By considering social, economic, cultural and political questions, history underpins key contemporary issues. It helps to develop a sense of critical review – it shows us that our values and ways do not have to be the way they are and that we can change things if we choose. Students will develop independence of mind and tolerance of the opinions of others.

As a facilitating subject, history is very well regarded by employers and the top universities who see it as academically challenging. It provides students with the skills and understanding required for all types of degree courses not just those linked to the humanities.

UNITS & ASSESSMENT

The course is made up of two examined units and one coursework unit:

Paper 1: The Tudors: England, 1485–1603

Paper 2: Democracy and Nazism: Germany, 1918–1945

Paper 3: Historical Investigation; an individually researched study covering 100 years.

Students will take two examination papers and submit their historical investigation coursework at the end of year 13.

The historical investigation is an independently researched and written essay of between 3000 and 3500 words, making use of both primary and secondary source material. It is worth 40 marks.

EXAM BOARD

AQA

ENTRY CRITERIA

Five GCSEs at Level 5 and above. Consideration will be given on an individual basis if these criteria are not met.

ENRICHMENT OPPORTUNITIES

An opportunity to visit the National Archives at Kew in preparation for the historical inquiry.

HIGHER EDUCATION & EMPLOYMENT LINKS

History will add breadth for students taking sciences at A-level and looking for a career in medicine or similar areas.

The ability to analyse, research and write coherently is useful in any course or workplace. History will improve your communication skills, enable you to think critically, solve problems and present a reasoned argument. This explains why it is such a useful subject no matter what your career plans are.

History A-level can also be useful for students considering vocational courses or for those looking for an alternative to higher education e.g. an apprenticeship.

CAREERS

- Law
- Politics and government/civil service/foreign office work
- Business and management
- Marketing and sales
- Journalism and media
- Economics
- Teaching/academia
- Charities
- Social work
- Archaeology and accountancy
- Science / medical careers

WHICH TEACHERS SHOULD I TALK TO ABOUT THIS SUBJECT?

Ms Chaggar (Head of History)

Ms Dunn (A-level History Teacher)

COURSE OVERVIEW

A-level mathematics is a two-year course consisting of three units. Across year 12 and 13 you will study pure mathematics 1, pure mathematics 2, statistics and mechanics

WHY SHOULD I STUDY MATHEMATICS?

A-level mathematics is a course worth studying not only as a supporting subject for the physical and social sciences but also in its own right. It is challenging but interesting.

The core mathematics modules consist of algebra, equations, graphs, sequences, trigonometry and calculus. Although the course focuses on these from a pure maths perspective, they are essential skills used within many different subject areas. The mechanics module explores how things move and how their motion can be modelled using mathematics.

Who is it suitable for?

- Students with a keen interest in developing their mathematical skills.
- Anyone who enjoys the challenge of logical thinking, patterns and making sense of the world using these skills.

UNITS

Pure mathematics 1: Includes equations and inequalities, graphs and transformations, algebraic methods, trigonometric identities and equations, exponentials and logarithms, integration and differentiation.

Pure mathematics 2: Functions, partial fractions, parametric equations, further trigonometry, further differentiation and integration, numerical methods, three dimensional vectors and proofs. Mechanics: kinematics, forces, movements.

Statistics: Data presentation and interpretation, probability and statistical distributions, statistical sampling and hypothesis testing, probability.

ASSESSMENT

A single 2-hour exam paper assesses all modules. All papers carry equal weighting. Pure mathematics 1 & 2 papers are worth 100 marks each. The statistics and mechanics papers are worth 50 marks each.

EXAM BOARD

Edexcel

ENTRY CRITERIA

GCSE Maths at Grade 6 or above

ENRICHMENT OPPORTUNITIES

Problem solving matters course available for year 12 students at Imperial College, London.

HIGHER EDUCATION & EMPLOYMENT LINKS

Mathematics is a subject that is useful to follow higher education courses in in sciences, engineering, computing, finance and medicine.

CAREERS

- Engineering
- Financial services
- IT and computing
- Science
- Telecoms
- Academic research
- Education
- Automotive
- Healthcare
- Environment

WHICH TEACHERS SHOULD I TALK TO ABOUT THIS SUBJECT?

Ms Willhite (Head of Mathematics)

COURSE OVERVIEW

This is a two-year course where you will produce two distinct projects. These are called component 1 and component 2.

Component 1: Worth 60 % of your overall grade and takes the form of sketchbook work and outcomes where you will demonstrate your skills and understanding when recording the creative process and learning about materials, techniques and processes. This will develop into your own project where you will investigate a theme of your choice; this unit has to be accompanied by a 1000-3000 word essay.

Component 2: The examination project worth 40% of the overall grade. This begins in February of year 13. During this project, you will choose from a list of themes, create sketchbook work, and produce a project, which is completed with a 15-hour examination piece.

WHY STUDY PHOTOGRAPHY?

Photography is an art of observation, waiting for that perfect moment in time. Photography is all around us; saturating society. The subject alone is enjoyable and rewarding as you are constantly recording and altering life by holding it still.

It enhances many of the additional A-levels and allows you to follow a hands-on-approach to learning. Studying photography encourages students to view the world in alternative means and opens up many doors within the creative industry.

UNITS

Component 1: A project examining food photography, in addition to a project of your choice.

Component 2: A practical project taken from the exam paper and 15-hour examination as a culmination of the project.

ASSESSMENT

Component 1: Assessment takes place continuously but all work can still be amended and improved before May of the second year. In February of year 13, students are given an exam paper where they create a project based on a theme. They then sit a 3-day examination where they create their own outcome during 15 hours.

EXAM BOARD

AQA Art& Design (7206)

ENTRY CRITERIA

Five level 4/5s at GCSE.

If you already have studied art and design, textiles or photography at GCSE this will stand you in better stead, as you will already have knowledge of the developmental process.

If you do not have one of these subjects, you can still gain entry to this course as the initial projects are all skills based. A portfolio of evidence will be required to ensure you have the basic level of skill required for this course.

ENRICHMENT OPPORTUNITIES

Students make the most of the experiences offered to them, these include:

- Study day at the Institute of Education
- Gallery visits
- Life-drawing
- Work experience
- Borough market trip

HIGHER EDUCATION & EMPLOYMENT LINKS

The skills gained by studying photography can be transferred into many areas of employment. Particularly as a group of three A-levels. Students can gain places on various universities. In the past students from Brentford 6th Form have gone on to secure places on law, business and marketing, and theatre design courses.

CAREERS

- Photographer or photojournalist
- Artist or designer
- Archaeologist
- Animator
- Architect
- Engineer
- Physiotherapist
- Cosmetic dentist
- Make-up artist
- Jeweller
- Gallery assistant
- Marketing officer
- Journalist

WHICH TEACHERS SHOULD I TALK TO ABOUT THIS SUBJECT?

Miss Pyke (A-level Photography Teacher)
Ms Storer (Head of Art)

COURSE OVERVIEW

Psychology is the study of human behaviour. You will learn about specific behaviours including OCD, phobias, depression, obedience, conformity, memory, attachment, relationships and schizophrenia; why we develop and how to treat these psychological disorders. You will also explore and discuss psychological research into human behaviour.

WHY STUDY PSYCHOLOGY?

The course aims to develop a critical understanding of human behaviour and psychological disorders. Students are also taught the significance of the scientific process to investigate human behaviour and the effect psychological research has on the economy.

You will enjoy this course if you want to study a subject that:

- Involves theory, empirical evidence and practical applications.
- Challenges you to think independently.
- Develops your understanding of different worldviews.
- Teaches you how to plan and conduct scientific investigations and to interpret and analyse data
- Develops your critical reasoning skills.
- Develops your evaluation skills, interpretation and analysis.
- Provides a varied approach to your studies – teacher and student-led presentations, discussion, note taking, essay writing, individual and group research.
- Teaches you to organise and present theories, models and psychological research in a clear way.

UNITS

Paper 1 (33% of overall grade)

- Memory
- Social influence
- Attachment
- Psychopathology: OCD, phobias and depression

Paper 2 (33% of overall grade)

- Approaches in psychology
- Biopsychology
- Psychological investigations: research methods

Paper 3 (33% of overall grade)

- Issues and debates in psychology – gender bias; culture bias; free will v determinism; nature-nurture, ethical issues, reductionism v holism
- Relationships
- Schizophrenia
- Aggression

ASSESSMENT

100% Examination at the end of year 2

EXAM BOARD

AQA A-level (7182)

ENTRY CRITERIA

Level 6 in science GCSE

ENRICHMENT OPPORTUNITIES

Student revision conference

HIGHER EDUCATION & EMPLOYMENT LINKS

- Biological, computer and forensic science
- Criminology
- Sociology
- Philosophy
- Anthropology
- English literature

CAREERS

This course is for students who wish to pursue a career in:

- Pharmaceuticals
- Medicine
- Law
- Teaching
- The caring services: midwifery, child care, care assistant
- Sales and marketing
- Human resources
- Business

WHICH TEACHERS SHOULD I TALK TO ABOUT THIS SUBJECT?

Miss Ogunfidodo (Head of Psychology)

Ms Coles (A-level Psychology Teacher)

COURSE OVERVIEW

Sociology is the study of people and society. It offers an insight into social, cultural and political issues. It helps you develop a multi-perspective and critical approach to understanding issues around culture, identity, religion, education, the family, crime, media, childhood and social power.

WHY STUDY SOCIOLOGY?

On the course you will critically examine different sociological perspectives on current affairs and be encouraged to debate various social issues.

You will enjoy this course if you want to study a subject that:

- Introduces you to the study of people and society, helps you to understand why there is order and conflict in society.
- Teaches you how to use evidence to support your arguments.
- Teaches you how to investigate facts and use deduction.
- Teaches you how to put over your point of view fluently.
- Teaches you how to take responsibility for your own learning.
- Develops your skills of evaluation, interpretation and analysis.
- Examines some of the different ways sociologists explain family, education, mass media and crime.

UNITS

Paper 1 (33% of overall grade)

- Education
- Theory and methods
- Methods in context

Paper 2 (33% of overall grade)

- Families and households
- Mass media

Paper 3 (33% of overall grade)

- Crime and deviance
- Theories and methods

Assessment

100% examination at the end of Year 13.

EXAM BOARD

AQA A-level (7192)

ENTRY CRITERIA

Five GCSEs at Level 5 and above. Consideration will be given on an individual basis if these criteria are not met.

ENRICHMENT OPPORTUNITIES

Student revision conference

HIGHER EDUCATION & EMPLOYMENT LINKS

Sociology A-level is a good stepping stone for most social science undergraduate degree courses including:

- Law,
- Criminology
- History
- Anthropology
- Politics
- Childcare
- Geography
- Psychology

CAREERS

This course is for students who wish to pursue a career in:

- Pharmaceuticals
- Medicine
- Law
- Teaching
- The caring services- midwifery, child care, care assistant
- Sales and marketing
- Human resources
- Business

WHICH TEACHER SHOULD I TALK TO ABOUT THIS SUBJECT?

Miss Ogunfidodo (Head of Sociology)

Miss Williams (A-level Sociology Teacher)

COURSE OVERVIEW

Textiles provides an opportunity for students to develop their imaginative, expressive, aesthetic and creative skills, whilst using a variety of different media. Culminating in the production of a textile item, and employing a combination of construction and embellishing techniques, the course will enable students to produce a portfolio of work that can aid entrance to further study.

The aims and objectives of the A-level course are to enable students to develop:

- Intellectual, imaginative, creative and intuitive capabilities
- Investigative, analytical, experimental, practical, technical and expressive skills, aesthetic understanding and critical judgement
- Independence of mind in developing, refining and communicating their own ideas, their own intentions and their own personal outcomes
- An interest in, enthusiasm for and enjoyment of art, craft and design
- Their experience of working with a broad range of media
- Knowledge and experience of real-world contexts and, where appropriate, links to the creative industries
- Knowledge and understanding of art, craft, design and media and technologies in contemporary and past societies and cultures

WHY STUDY TEXTILES?

You will enjoy this course if you want to study a subject that:

- Enhances imagination and creativity
- Encourages knowledge and understanding of textiles in both historical and contemporary society, and other diverse cultures
- Allows you to work in a variety of different art and textile media and produce a portfolio of work to aid further study
- This course intends to stimulate and enhance the interest and enjoyment of a student's prior study of textiles or art and design at GCSE.

UNITS & ASSESSMENT

The A-level consists of two units of study. Students are expected to produce a portfolio of work and a complex textile product for both units. Unit 1 includes a personal, illustrated, and written study that critically investigates and evaluates the work of others art, craft & design and explain links with the student's own work. The exam board externally sets unit 2 with the practical outcome being produced within a 15-hour practical exam set over 3 days.

EXAM BOARD

Edexcel

ENTRY REQUIREMENTS

Five GCSEs at Level 5 and above. Consideration will be given on an individual basis if these criteria are not met.

ENRICHMENT OPPORTUNITIES

Problem solving, decision making and reasoning, communication skills, teamwork and self-presentation.

HIGHER EDUCATION AND EMPLOYMENT LINKS

The successful student will be afforded opportunities to extend their interest by pursuing a degree course in the following fields: fashion design, surface decoration, fashion illustration, fashion journalism and interior design.

Many students have continued with fashion and textiles at university including:

- Central St Martins – Woven Textiles, and Architecture
- London College of Fashion – Costume for Performance, and Fashion Portfolio Course
- Manchester University – Textiles
- Leeds University – Surface Decoration
- University of the Creative Arts – Fashion and Textiles
- Kingston University – Fine Art
- Chelsea College of Art – Textile design, and Photography
- Roehampton University - Photography
- University of East London – Interior Design

WHICH TEACHERS SHOULD I TALK TO ABOUT THIS SUBJECT?

Ms Welsh (Head of Technology)

COURSE OVERVIEW

This level 2 course continues for one year with six lessons per week.

In addition to studying this course, the level 2 provision also currently includes studying public service at a consortium school and one day per week of work experience.

WHY STUDY TRAVEL & TOURISM

The BTEC in travel and tourism aims to:

- Inspire and enthuse learners to consider a career in the travel and tourism sector.
- Give learners the opportunity to gain a broad knowledge and understanding of, and develop skills in, the travel and tourism sector.
- Support progression to a more specialised level 3 vocational or academic tourism course or an apprenticeship.

UNITS

Unit 1: The UK travel and tourism sector – this unit covers the main types of tourism in the UK, the contribution that travel and tourism makes to the UK economy and the different component industries that make up the UK travel and tourism sector.

Unit 2: UK travel and tourism destinations – this unit covers what the different types of UK destinations have to offer, as well as locating tourist UK destinations and routes.

Unit 4: International travel and tourism destinations – which looks at international travel and tourism destinations and gateways and reasons for their appeal to different visitors.

Unit 5: Factors affecting worldwide travel and tourism – covers the influential factors on tourism and why events such as natural disasters can have a significant impact on the sector.

ASSESSMENT

- One-hour exam.
- Electronic and verbal presentations.
- Written proposals, reports and forms.

EXAM BOARD

Edexcel

ENTRY CRITERIA

GCSE Grades 1-4

ENRICHMENT OPPORTUNITIES

Students are encouraged to explore the tourism destinations in their local area.

HIGHER EDUCATION & EMPLOYMENT LINKS

Level 3 vocational qualifications, such as BTEC Nationals, or further related academic qualifications or A-levels.

CAREERS

- Travel agent
- Events manager
- Wedding planner
- Air crew
- Hotel manager
- Museum assistant
- Cruise ship steward
- Croupier
- Airport information assistant
- Bus/train driver

WHICH TEACHERS SHOULD I TALK TO ABOUT THIS SUBJECT?

Mr May (Assistant Head & Teacher of Travel & Tourism)