

# BRENTFORD 6<sup>th</sup> FORM



Inspiring young people to realise their potential for the future

Outstanding high quality teaching by inspiring subject experts



**COURSE BOOKLET**

**2024-2025**

Dear Students,

Welcome to our Sixth Form Course Booklet! Within this booklet, you will discover a world of opportunities and as you explore our diverse range of courses, we hope you'll find your passion and purpose.

We are proud of the inclusive nature of our Sixth Form. We recognise that the students who join us in year 12 will have a broad range of prior academic attainment but a common determination to excel in their post 16 studies. As a result, in this booklet you will find information about our wide range of A Level and Level 3 vocational courses in addition to details of the available Level 2 courses which can serve as a bridging step to Level 3 study or an entry route into a range of exciting careers.

Choosing your courses at Sixth Form is a significant step in your academic journey. To ensure a successful transition, it's crucial to be aware of the GCSE entry requirements for your chosen A-Level/vocational subjects. These requirements exist to provide you with a strong foundation and maximise your chances of success.

Each A-Level/vocational course may have specific GCSE grade expectations, often related to the subject's content and complexity. These requirements can vary from one Sixth Form to another, so it's essential to consult our course booklet or speak with the relevant subject leaders for further clarity.

Meeting these entry requirements is not just about achieving certain grades; it's about ensuring you have the necessary skills and knowledge to excel in your chosen A-Level/vocational courses. If you have any questions or concerns about these requirements, don't hesitate to reach out to our dedicated staff for guidance and support.

Remember, post-16 options are an exciting opportunity to delve deeper into subjects you are passionate about, so make sure to choose courses that align with your interests and future goals. We are here to help you make informed decisions and set you on a path to academic success.

Your post-16 pathway begins here and we can't wait to help you thrive at Brentford Sixth Form.

Ms Gita Agnihotri  
Head of Sixth Form

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## 2024 Entry Requirements:

### Programme One: three A levels or a combination of three A levels and L3 vocational courses:

Average GCSE point score of 4.5 including Grade 5 (or above) in English Language, as well as the individual subject requirement for the courses applicants wish to study.

### Programme Two: Either three creative A level options or a combination of two A levels / L3 vocational courses only:

Average GCSE point score of 4.5 including Grade 4 (or above) in English Language or English Literature, as well as the individual subject requirement for the courses applicants wish to study.

### Programme Three: A Level 2 programme of study

At least four GCSEs at Grade 3 and above

In addition to the overarching requirements for each pathway, applicants must also refer to individual subject requirements, which will be strictly adhered to.

### Individual entry requirements:

A LEVEL SUBJECTS	MINIMUM SUBJECT ENTRY REQUIREMENTS IN ADDITION TO GENERAL SIXTH FORM ENTRY REQUIREMENTS
<b>A Level Biology</b>	Combined Science: <ul style="list-style-type: none"><li>• Where students achieve a grade 5-5 or 6-5 (foundation or higher tier entry) they will be able to study <b>one A Level Science subject only</b> in their highest attaining component.</li><li>• Where students attain a grade 6-6 or above (higher tier entry) they will be able to study three A Level Science subjects.</li></ul> Separate Sciences: Grade 6 in GCSE Biology. In addition: <ul style="list-style-type: none"><li>• Grade 5 in GCSE Maths</li><li>• Grade 5 in GCSE English Language</li></ul>
<b>A Level Business Studies</b>	Grade 4 or above in GCSE Business Studies OR: If Business Studies not studied at GCSE, Grade 5 in English Literature or English Language
<b>A Level Chemistry</b>	Combined Science: <ul style="list-style-type: none"><li>• Where students achieve a grade 5-5 or 6-5 (foundation or higher tier entry) they will be able to study <b>one A Level Science subject only</b> in their highest attaining component.</li><li>• Where students attain a grade 6-6 or above (higher tier entry) they will be able to study three A Level Science subjects.</li></ul> Separate Sciences: Grade 6 in GCSE Chemistry. In addition:

	<ul style="list-style-type: none"> <li>• Grade 5 in GCSE Maths</li> <li>• Grade 5 in GCSE English Language</li> </ul>
<b>A Level English Literature</b>	Grade 5 in GCSE English Literature and a Grade 5 in GCSE English Language.
<b>A Level French</b>	Grade 5 GCSE French.
<b>A Level Geography</b>	Grade 5 in GCSE Geography. In addition: Grade 5 in GCSE English Literature or English Language
<b>A Level History</b>	Grade 5 in GCSE History. OR: If History not studied at GCSE, Grade 5 in English Literature or English Language
<b>A Level Maths</b>	Grade 6 GCSE Maths.
<b>A Level Philosophy &amp; Ethics</b>	Grade 5 GCSE in RE In addition: Grade 5 in GCSE English Literature or English Language
<b>A Level Physics</b>	<p>Combined Science:</p> <ul style="list-style-type: none"> <li>• Where students achieve a grade 5-5 or 6-5 (foundation or higher tier entry) they will be able to study <b>one A Level Science subject only</b> in their highest attaining component.</li> <li>• Where students attain a grade 6-6 or above (higher tier entry) they will be able to study three A Level Science subjects.</li> </ul> <p>Separate Sciences: Grade 6 in GCSE Chemistry.</p> <p>In addition:</p> <ul style="list-style-type: none"> <li>• Grade 6 in GCSE Maths</li> <li>• Grade 5 in GCSE English Language</li> </ul>
<b>A Level Politics</b>	Grade 5 in GCSE English Language / English Literature
<b>A Level Psychology</b>	<p>Combined Science: Grade 5-4 with 5 in the isolated Biology component</p> <p>Separate Sciences: Grade 5 in GCSE Biology</p> <p>In addition: Grade 5 in GCSE Maths Grade 5 in GCSE English Literature or English Language</p>
<b>A Level Sociology</b>	Grade 4 in GCSE Sociology OR: If Sociology not studied at GCSE, Grade 5 in English Literature or English Language

<b>CREATIVE A LEVEL SUBJECTS</b>	<b>MINIMUM SUBJECT ENTRY REQUIREMENTS IN ADDITION TO GENERAL SIXTH FORM ENTRY REQUIREMENTS</b>
<b>A Level Art &amp; Design</b>	Grade 4 GCSE in Art, Photography or Textiles If you have not studied a creative subject at GCSE a portfolio of evidence may be considered to ensure you have the basic level of skill required for this course.
<b>A Level Art &amp; Textiles</b>	Grade 4 GCSE in Art, Photography or Textiles If you have not studied a creative subject at GCSE a portfolio of evidence may be considered to ensure you have the basic level of skill required for this course
<b>A Level Art &amp; Photography</b>	Grade 4 GCSE in Art, Photography or Textiles If you have not studied a creative subject at GCSE a portfolio of evidence may be considered to ensure you have the basic level of skill required for this course
<b>A Level Drama</b>	Grade 5 or above in GCSE Drama OR: If Drama not studied at GCSE, Grade 4 in English Literature or English Language.
<b>A Level Film Studies</b>	Grade 5 or above in GCSE Film Studies OR: If Film not studied at GCSE, Grade 4 in English Literature or English Language
<b>L3 VOCATIONAL SUBJECTS</b>	<b>MINIMUM SUBJECT ENTRY REQUIREMENTS IN ADDITION TO GENERAL SIXTH FORM ENTRY REQUIREMENTS</b>
<b>BTEC Extended Certificate Applied Human Biology</b>	Combined Science: Grade 4-4 Separate Sciences: Grade 4 in GCSE Biology. In addition: Grade 4 in GCSE Maths. Grade 4 in GCSE English Literature or English Language
<b>BTEC Extended Certificate Criminology</b>	Merit, Distinction or Distinction* in any Level 2 BTEC qualification OR: Grade 4 in GCSE English Literature or English Language
<b>BTEC Extended Certificate Health and Social Care</b>	Level 2 Health & Social Care Merit, Distinction or Distinction* OR: Grade 4 in GCSE English Literature or English Language

## COURSE OVERVIEW

This course is equivalent to one A-Level and consists of 42% coursework and 58% exams.

Lessons will be taught lecture/ seminar style with students getting the opportunity for discussions, debates and role-plays.

## WHY STUDY APPLIED HUMAN BIOLOGY?

Knowledge and understanding of human biology provide the foundation for working in the health and health science sectors. The sectors are wide-ranging, including, for example, nursing, midwifery, allied health and sciences including life sciences, clinical biomedical sciences and physiological sciences. There are approximately 50,000 people employed in applied health science occupations and over 3 million nurses in the UK. The health and health science sectors have a crucial role to play in improving and supporting the health of the nation.

## UNITS & ASSESSMENT

### Extended Certificate (360 GLH)

- 1 Principles of Applied Human Biology – External exam
- 2 Practical Microbiology and Infectious Diseases
- 3 Human Biology and Health Issues – External exam

**Units 1,2 and 3 are mandatory.**

**You will also study a further two from units 4 to 8**

- 4 Functional Physiology
- 5 Diseases, Disorders, Treatments and Therapies
- 6 Genetics and Genetic Engineering
- 7 Biomedical Science
- 8 Human Reproduction and Fertility

## EXAM BOARD

Edexcel

## ENTRY CRITERIA

Combined Science: Grade 4-4

Separate Sciences: Grade 4 in GCSE Biology.

In addition: Grade 4 in GCSE Maths

Grade 4 in GCSE English Literature or English Language

## ENRICHMENT OPPORTUNITIES

- Trips to Universities, Hospitals and Museums.
- Visits from Speakers.

## HIGHER EDUCATION & EMPLOYMENT LINKS

The qualification carries UCAS points and is recognised by higher education providers as contributing to admission requirements to many relevant applied human biology/health science courses.

When combined with other qualifications within a two-year study programme, such as AS/A Levels or a BTEC National Foundation Diploma or BTEC National Diploma in a complementary sector, you can progress into higher education courses, such as a:

- BSc (Hons) in Occupational Health, if taken alongside, for example, a Pearson BTEC Level 3 National Diploma in Health and Social Care
- BSc in Nursing or Midwifery, if taken alongside, for example, a Pearson BTEC Level 3 National Extended Certificate in Health and Social Care and an A Level in Chemistry
- BSc (Hons) in Sport Science, if taken alongside, for example, a Pearson BTEC Level 3
- Purpose statement – 603/3040/5 – Pearson BTEC Level 3 National Extended Certificate in Applied Human Biology – Version 1
- National Diploma in Sport
- BSc (Hons) in Nursing, if taken alongside, for example, A Levels in Psychology and Sociology

## CAREERS

- Nursing
- Pharmacy (when combined with the sciences)
- Midwifery
- Physiotherapy
- Youth worker / mentor
- Speech and language therapy
- Social worker
- Dietetics
- Health promotion research
- Paramedic

Other Applied health care professions

## WHICH TEACHERS SHOULD I TALK TO ABOUT THIS SUBJECT?

**Mr Spencer** (A Level Biology teacher)

**Dr Feliciano - Ong** (BTEC Applied Human Biology Teacher)

## 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

## ENTRY CRITERIA

Grade 4 GCSE in Art, Photography or Textiles

If you have not studied a creative subject at GCSE a portfolio of evidence may be considered 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 Kennelly** (A level Art Teacher)

**Ms Vincent** (A level Art Teacher)

**Ms Marsh** (Head of Arts)



## COURSE OVERVIEW

### Year 1

Biological Molecules  
Cells and viruses  
Classification  
Exchange and transport

### Year 2

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

## ENTRY CRITERIA

Combined Science: Where students achieve a grade 5-5 or 6-5 (foundation or higher tier entry) they will be able to study one A Level Science subject only in their highest attaining component.

Where students attain a grade 6-6 or above (higher tier entry) they will be able to study three A Level Science subjects.

Separate Sciences: Grade 6 in GCSE Biology.

In addition: Grade 5 in GCSE Maths · Grade 5 in GCSE English Language

## ENRICHMENT OPPORTUNITIES

In Year 12, you will have the exciting opportunities to apply for STEM related super-curricular activities and summer programmes. MedSoc is an established lunchtime club run by Year 13 students.

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
- Genetics and research

## WHICH TEACHERS SHOULD I TALK TO ABOUT THIS SUBJECT?

**Ms Barakat** (A Level Biology Teacher)

**Mr Spencer** (A Level Biology Teacher)

**Ms Singh** (Head of School and A Level Biology Teacher)

## COURSE OVERVIEW

The A-level course encourages learners to:

- develop an enthusiasm for studying business
- gain a holistic understanding of business in a range of contexts
- develop a critical understanding of organisations and their ability to meet society's needs and wants
- understand that business behaviour can be studied from a range of perspectives
- generate enterprising and creative approaches to business opportunities, problems and issues
- be aware of the ethical dilemmas and responsibilities faced by organisations and individuals
- acquire a range of relevant business and generic skills, including decision-making, problem-solving, the challenging of assumptions and critical analysis
- apply numerical skills in a range of business contexts.

## WHY STUDY BUSINESS STUDIES?

This A level specification introduces learners to the dynamic business environment and the importance of entrepreneurial activity in creating business opportunities and sustaining business growth.

Learners will have the opportunity to develop a wide range of essential skills required for higher education and employment.

The focus of the specification is to nurture an enthusiasm for studying business using contemporary contexts, allowing learners to develop an appreciation of the strategic, complex and inter-related nature of business issues from a local to global perspective.

## UNITS & ASSESSMENT

The course is made up of three written examined units all taken at the end of Year 13:

**Component 1:** Business Opportunities and Functions

**Component 2:** Business Analysis and Strategy

**Component 3:** Business in a Changing World

## EXAM BOARD

Eduqas

## ENTRY CRITERIA

Grade 4 or above in GCSE Business Studies

If Business Studies not studied at GCSE, Grade 5 in English Literature or English Language

## ENRICHMENT OPPORTUNITIES

Visits to and from businesses, trips to places of interest e.g. stock exchange

## HIGHER EDUCATION

The ability to analyse, research and write coherently is useful in any course or workplace. Business Studies 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.

Business at high education level can be studied with a more academic course or a vocational course. It can also lead to studying specialist business related degrees such as marketing or business management

Business related degrees combine well with a number of different subjects and can be studied as an add on subject as well as a stand-alone subject in Higher University

## 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
- Accountancy

## WHICH TEACHERS SHOULD I TALK TO ABOUT THIS SUBJECT?

**Mr May** (Assistant Head & Head of Business Studies)

## 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
- Organic chemistry I
- Modern analytical techniques I
- Energetics I
- Kinetics I
- Equilibrium I

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

- Equilibrium II
- Acid-base equilibria
- Energetics II
- Redox II
- Transition 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 19 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

Combined Science: Where students achieve a grade 5-5 or 6-5 (foundation or higher tier entry) they will be able to study one A Level Science subject only in their highest attaining component.

Where students attain a grade 6-6 or above (higher tier entry) they will be able to study three A Level Science subjects.

Separate Sciences: Grade 6 in GCSE Chemistry.

In addition: · Grade 5 in GCSE Maths · Grade 5 in GCSE English Language

## ENRICHMENT OPPORTUNITIES

In Year 12, you will have the exciting opportunities to apply for STEM related super-curricular activities and summer programmes. MedSoc is an established lunchtime club run by Year 13 students.

## 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** (Head of Science & A Level Chemistry Teacher)  
**Ms Bell** (KS5 Co-ordinator & A Level Chemistry Teacher)

## COURSE OVERVIEW

Criminology is the scientific study of criminal behaviour, laws and justice. It is a multidisciplinary subject with elements of sociology, law, social and public policy, history, psychology and philosophy. This course will enable you to use theories of criminality to analyse criminal situations and suggest ways of reducing crime. To achieve the certificate in Criminology it requires one year of study. In order to achieve the diploma in criminology, it requires two years of study and is equivalent to receiving one A-level.

In Year 12, students get to learn about different types of crimes, explanations for why people commit crime and how criminals are managed in the UK. They also study real life examples of high profile crimes, and learn about the media campaigns that arise from them. In Year 13, students look at what happens at the scene of a crime, the forensic and police investigation process, how cases are prepared for trial, and what happens in the courtroom at a criminal trial. They also look at our current forms of punishments, such as prison sentences, and consider how effective these are for deterring criminals.

## WHY STUDY CRIMINOLOGY?

Firstly, it establishes a robust foundational understanding of criminological concepts and theories. This knowledge is fundamental for anyone considering a career in law enforcement, criminal justice, or related fields.

The course nurtures critical thinking and analytical skills vital in criminological research and analysis. It encourages students to explore real-world crime scenarios, fostering a deeper comprehension of criminal behaviour and societal impacts.

Furthermore, criminology is an ever-evolving field, and this qualification equips students to stay updated with current trends and research. Ultimately, it prepares individuals to make meaningful contributions to society by addressing the complexities of crime and justice. Choosing this A-level creates a pathway for the students to becoming an informed and impactful criminologist.

## UNITS & ASSESSMENT

There are four units that make up the level 3 diploma in criminology:

- **Unit 1 (first year of course) – Changing Awareness of Crime:** You will develop an understanding of different types of crime, influences on perceptions of crime and why some crimes go unreported. Assessed in the form of an internal controlled assessment (25%)
- **Unit 2 (first year of course) – Criminological Theories:** You will gain an understanding of theories behind why people commit crime and also the difference between criminal behaviour and deviance. Assessed in the form of a 90 minute examination at the end of the year (25%)

- **Unit 3 (second year of course) – Crime Scene to Courtroom:** You will gain an understanding of the criminal justice system from the moment a crime has been identified through to the verdict. Assessed in the form of an internal controlled assessment (25%)
- **Unit 4 (second year of course) – Crime and Punishment:** You will examine the effectiveness of social control to deliver criminal justice policy. Assessed in the form of a 90 minute examination at the end of the year (25%)

This level 3 diploma in criminology, is equivalent to a full A level.

## EXAM BOARD

WJEC/EDUCAS

## ENTRY CRITERIA

Merit, Distinction or Distinction\* in any Level 2 BTEC qualification

Or Grade 4 in GCSE English Literature or English Language

## ENRICHMENT OPPORTUNITIES

Trips to London museums to explore criminal punishment through history. The potential for guest speakers from various relevant professions such as police officers, probation workers.

## HIGHER EDUCATION & EMPLOYMENT LINKS

Degrees in various subjects in the criminology sector can be chosen after successful completion of this course (as long as combined with other level 3 BTECs or A-levels). The Criminology course provides an introduction to a range of degree courses and careers, and is ideal for students wishing to study criminology, law, politics, social policy or sociology at university. It is also relevant for students interested in any role within the criminal justice system, such as in the police force, prison officer, probation officer or crime scene investigator.

## CAREERS

- Police officer
- Lawyer
- Social worker
- Prison officer
- Probation worker
- Teacher
- Forensic science
- Crime scene investigators

## WHICH TEACHERS SHOULD I TALK TO ABOUT THIS SUBJECT?

Ms Partington (Head of RE)

## COURSE OVERVIEW

The A-level drama and theatre course allows students to practically explore and develop their understanding of the 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

Grade 5 or above in GCSE Drama

If Drama not studied at GCSE, Grade 4 in English Literature or English Language.

## 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?

**Ms Marsh** (Head of Arts & A Level Drama Teacher)

## 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, 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 Donne: 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) 2 hour exam**

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

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

- 2500-3500 word essay. On Chesil Beach: Ian McEwan compared to a prose text of your choice.

## EXAM BOARD

EDUQAS

## ENTRY CRITERIA

Grade 5 in GCSE English Literature and a Grade 5 in GCSE English Language.

## ENRICHMENT OPPORTUNITIES

- Theatre trips
- Screenings
- Invitations to author readings
- Wider reading, exploring the literacy canon

## 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?

**Ms Downton** (Head of English & A Level English Teacher)  
**Ms Gooding** (A Level English Teacher)  
**Ms Jones** (A Level English Teacher)

## COURSE OVERVIEW

**Film Studies** offers the chance to engage with films from across the world. The units studied 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 university style seminar, one-to-one tutorials, student presentations, professional educational trips, creative and practical workshops and essay writing.

There are two 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 develop confidence not only in analysing films but also in connecting those films with the ideologies, social and cultural factors, politics, history and philosophy that underpin them. It is NOT just sitting around watching and talking about films.

## WHY SHOULD I STUDY FILM STUDIES?

Watching films is one of the great pleasures of our era. Films reflect our society at the time they were made. They show us ourselves as we are, as we were. They challenge stereotypes as well as reinforce them. They educate as well as entertain, and they introduce us to people, places and experiences beyond our own, broadening our minds. For example, **Pan's Labyrinth** (Dir. Del Toro) made in 2006 uses fantasy to comment on the post Spanish Civil War period, whilst **Do the Right Thing** (Dir Spike Lee) uncompromisingly dissects racism in 1980s America.

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 with drama, art, photography and music through the complimentary creative skills, pulling together the best in dramatic writing, design, performance, photography and editing.

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 fantastic third option for scientists and medics, as its essay writing and argument building skillset support critical thinking of the highest order.

It is of course a **facilitating subject** for anyone seeking a university place in Film and Media, Television, Advertising and Marketing. It is ideal if you are

considering a career in the Media Industries including journalism, advertising, TV drama, film, news, radio, marketing, games and social media. All growing sectors in the UK with extensive employment opportunities.

## UNITS & ASSESSMENT

- Component 1 – Varieties of film and film making (2.5-hour exam - 35%)
- Component 2 – Global film perspectives - Global, Documentary, Silent and Experimental Film (2.5-hour exam - 35%)
- Component 3 – Production - short film production OR screenplay + digital storyboard (NEA – 30%)

## EXAM BOARD

Eduqas

## ENTRY CRITERIA

Grade 5 or above in GCSE Film Studies

If Film not studied at GCSE, Grade 4 in English Literature or English Language

## ENRICHMENT OPPORTUNITIES

We hope to enjoy a number of possible trips including to the BFI, Warner Brothers studios, Film Festivals and of course the cinema. We frequently have filmmakers and ex-students to share their experiences with us either online or in person. There are opportunities for developing your skills further through the BFI Academies. We have an annual Film Premiere in March or April – a red carpet event with prizes and a guest professional judge.

## HIGHER EDUCATION & EMPLOYMENT LINKS

A good grade in Film Studies A-level shows that you can write well-structured, reflective essays that make a cogent argument. The skills acquired through the non-examined assessment demonstrate to university admissions; organisation, independent thinking, resilience, and creativity: skills highly prized by all employers.

**“The World Economic Forum predicts that by 2020 creativity will be in the top 3 most important skills”** – Microsoft.com creativity in business e-book 2018.

[Creative industry facts \(creativeindustries.co.uk\)](http://creativeindustries.co.uk)

- The creative industries contributed a record £115.5bn to the UK economy (2019)
- Over 3.6m jobs in the UK (2019)
- Fastest growing sector of the economy (last 10 years)

## WHICH TEACHERS SHOULD I TALK TO ABOUT THIS SUBJECT?

**Mr Holloway** (Head of Film Studies)

## COURSE OVERVIEW

This course is equivalent to one A-Level and consists of 100% exams. Lessons will be taught in a lecture/seminar style with students getting the opportunity for discussions.

## WHY SHOULD I STUDY FRENCH?

Studying French at KS5 is exciting, fun and extremely rewarding. During the A Level course, you will continue to work on all 4 skills: speaking, writing, reading and listening. You will study a film and a novel as well as continue to develop and extend the vocabulary and grammar acquired at GCSE. The course has a strong focus on how the French-speaking world has been shaped, socially and culturally, and how it continues to change.

## WHAT WILL I STUDY IN YEAR 12 AND YEAR 13?

- Regular grammar & translation work
- Discussion & debates of interesting topics
- Essay writing
- Develop your listening & reading skills
- Study a film in Yr12 and a novel in Yr13
- Independent work & research at home

## UNITS & ASSESSMENT

**Paper 1 - Listening, reading, translation into English and translation into French-** 2 hours 30 minutes - 50% A Level

**Paper 2 – Writing-** Essay on a film and essay on a novel - 2 hours – 20% A Level

**Paper 3 – Speaking-** Discussion of a sub-theme based on a stimulus card, presentation and discussion of individual research projects - 21-23 minutes – 30% A Level

## TOPICS

1. Current trends:
  - changing nature of family
  - cyber-society
  - voluntary work
2. Artistic culture:
  - culture and heritage
  - music
  - cinema
  -
3. Current issue:
  - a diverse society
  - life for the marginalised
  - criminality
  -
4. Political life:
  - the right to vote and political commitment
  - demonstrations and strikes
  - immigration

## EXAM BOARD

AQA

## ENTRY CRITERIA.

Grade 5 GCSE French

## ENRICHMENT OPPORTUNITIES

- Visits from Speakers / external courses
- Trips to the cinema
- Trips to universities

## HIGHER EDUCATION & EMPLOYMENT LINKS

As a facilitating subject, employers and the top universities who see it as a academically challenging very well regard French. It provides students with the skills and understanding required for all types of degree courses, not just those linked to modern foreign languages.

A range of opportunities arise from studying French A level. You may do a degree course in French, or choose to combine French with another subject. Studying French will greatly improve your employability, especially in companies with international markets.

Language skills can be used in almost any job. It will give you excellent and varied career opportunities and life-long skills. Interpersonal, communication, speaking in public - all of these skills are developed when you learn a language. Linguists tend to be better communicators and flexible thinkers. These are all skills which employers really want their employees to have.

## CAREERS

- Translating/Interpreting
- Teaching
- Law
- Transport, Tourism and Leisure
- Publishing
- Finance / Sales and Marketing
- Public Sector etc...

## WHICH TEACHERS SHOULD I TALK TO ABOUT THIS SUBJECT?

**Ms Charbonnier** (Head of Languages)



# A LEVEL GEOGRAPHY

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

Grade 5 in GCSE Geography.

In addition: Grade 5 in GCSE English Literature or English Language

## 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
- Human Resources
- Civil Servant

## WHICH TEACHER SHOULD I TALK TO ABOUT THIS SUBJECT?

**Ms Burch** (Assistant Head & A level Geography Teacher)

## 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 in formal 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

## ENTRY CRITERIA

Level 2 Health & Social Care Merit, Distinction or Distinction\*

Or Grade 4 in GCSE English Literature or English Language

## 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?

**Ms Williams** (Head of Health & Social Care and Teacher of L3 Health & Social Care)

**Ms Pearce** (Teacher of L3 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

Grade 5 in GCSE History.

If History not studied at GCSE, Grade 5 in English Literature or English Language

## 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 Chagger** (Head of History)

**Mr Eagleton** (Deputy Head and A Level History Teacher)

**Ms Rippington** (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.

**Mechanics:** Moments, Projectiles, Forces and Motion and Kinematics

## ASSESSMENT

Three 2-hour exam papers assesses all modules. Paper 1 and 2 test the Pure Year 1 and 2 course mixed together and Paper 3 is the applied modules of Statistics and Mechanics. Each paper is worth 100 marks each.

## EXAM BOARD

Edexcel

## ENTRY CRITERIA

Five GCSEs including a minimum of a grade 6 in Maths.

## 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 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?

**Dr Smith** (A Level Mathematics Teacher)

**Ms Willhite** (Head of Mathematics)

## COURSE OVERVIEW

Religious Studies includes in equal thirds: philosophy, ethics and the developments in religious thought (Christianity). The course will give you the opportunity to engage with some of the fundamental questions which people have always asked about life, such as: Why are we here? How should we behave? What happens when we die? Studying philosophy, ethics and developments in religious thought will give you an understanding of the different responses to the big questions of life and the views of philosophers and modern thinkers. The course will help you develop your own thinking and analysis and communication skills, which will be useful in a wide range of careers.

## WHY SHOULD I STUDY PHILOSOPHY?

Studying philosophy, ethics and developments in religious thought will give you an understanding of the different responses to the big questions of life and the views of philosophers and modern thinkers. The course will help you develop your own thinking and analysis and communication skills, which will be useful in a wide range of careers. Studying Philosophy will help you to develop important critical thinking skills that are highly valued by Russell Group universities and employers alike.

## UNITS

**Component 1:** Philosophy of Religion – this begins by examining the basis of modern philosophy in the works of Plato and Aristotle. It goes on to study arguments for and against the existence of God including questions about design, the challenge of evolution and the problem of evil. We also examine the mind-body debate, the question of consciousness, and the nature of religious experience, including the views of psychologists. In the second year we study the nature of God and philosophical thinking on the nature of language – ‘the limits of my language are the limits of my world.’ Wittgenstein

**Component 2:** In Religion and Ethics, we consider a range of ethical theories; including questions such as are some actions always wrong or do the ends justify the means? We examine a range of approaches from Natural Law to Utilitarianism, Kantian Ethics to Situation Ethics and then apply them to the euthanasia debate and business ethics. In the second year we look at the meaning of ethical language, questions surrounding conscience including Christian and Psychological perspectives

**Component 3:** In Developments in Religious Thought, we consider human nature, whether we are naturally good or bad, perspectives on death and the afterlife and the possibility of humans knowing God. We go on to examine questions about Jesus as a liberator, wisdom teacher and Son of God. We finish the first year course by looking at how Christians take moral decisions and

Christian ethics in practice, through the work of Dietrich Bonhoeffer, a Christian who became involved in a plot to assassinate Hitler. In the second year, we study multi faith society, gender and gender roles in faith and society, feminist faith understandings, the rise of secularism and political understandings of faith.

## ASSESSMENT

### A Level Religious Studies Assessment

This specification has a simple, clear assessment structure which consists of three written examinations.

Component Title	Marks	Duration	Weighting	
Component 1	Philosophy of Religion	120	2 hours	33.3%
	Three questions from four			
Component 2	Religion and Ethics	120	2 hours	33.3%
	Three questions from four			
Component 3	Development in Religious Thoughts	120	2 hours	33.3%
	Three questions from four			

## EXAM BOARD

AQA A Level Philosophy and Ethics

## ENTRY CRITERIA

Grade 5 GCSE in RE

In addition: Grade 5 in GCSE English Literature or English Language

## ENRICHMENT OPPORTUNITIES

- Annual visits to universities
- A range of guest speakers
- A student-run Philosophy debate Society including discussions, and guest speakers

## HIGHER EDUCATION & EMPLOYMENT LINKS

The aim is for the course to equip you well for University or employment: to think and evaluate, express yourselves clearly, strengthen your skills and mature as individuals. A good number of our students choose to continue Religious Studies or Philosophy at Degree level or as a part of teacher training.

## CAREERS

- Teacher
- Police Fore
- Medicine
- Armed Force
- Journalism
- Marketing

## WHICH TEACHERS SHOULD I TALK TO ABOUT THIS SUBJECT?

**Ms Khan** (Head of Year 12 & RE Teacher)  
**Ms Partington** (Head of RE)

# A LEVEL PHOTOGRAPHY

## 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

**Year 12 fundamentals project:** An initial transition project which teaches you the fundamentals of photography and teaches you basic camera functions through looking at a variety of photographers.

**Component 1:** 60% of your grade - A personal investigation project following a title of your choice. Discovering your own photographers and planning and creating your own photographic responses. A 1000-3000 word essay must be written to accompany your personal investigation.

**Component 2:** 40% of your grade - A practical project taken from the exam paper and 15-hour examination as a culmination of the project.

## ASSESSMENT

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

## ENTRY CRITERIA

Grade 4 GCSE in Art, Photography or Textiles

If you have not studied a creative subject at GCSE, a portfolio of evidence may be considered 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?

**Ms Curtis** (A Level Photography Teacher)

**Ms Kennelly** (A Level Photography Teacher)

**Ms Marsh** (Head of Arts)

# A LEVEL PHYSICS

## COURSE OVERVIEW

We deliver the Edexcel A-level Physics course. Students following this course develop an understanding of key Physics principles and apply these to explain physical phenomena and technologies. They are taught in small, friendly groups in well-equipped laboratories and have many opportunities for hands-on experimental work to develop their understanding of scientific method. Students quickly become confident and independent experimentalists, happy to try out new challenges.

## WHY STUDY PHYSICS?

Anyone who is interested in the way the world is explained at the most fundamental level is going to enjoy Physics. You will learn about the tiniest particles that make up the atom, the forces that govern them and the interaction between light and matter. Students build circuits, carry out experiments and make careful measurements. In addition to that knowledge, you gain a set of incredibly useful skills that make you attractive to a wide range of employers. A physics degree trains you to become an expert problem solver.

## UNITS & ASSESSMENT

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

Paper 1: Advanced Physics I (1 hour 45 minutes)

Paper 2: Advanced Physics II (1 hour 45 minutes)

Paper 3: General and Practical Principles in Physics (2 hours 30 minutes)

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

You will complete a minimum of 12 Core Practicals over the A level course. These will not contribute to the overall grade for the qualification, but the result will be recorded on your certificate at the end of the course.

## EXAM BOARD

Edexcel

## ENTRY CRITERIA

Combined Science: Where students achieve a grade 5-5 or 6-5 (foundation or higher tier entry) they will be able to study **one A Level Science subject only** in their highest attaining component.

Where students attain a grade 6-6 or above (higher tier entry) they will be able to study three A Level Science subjects.

Separate Sciences: Grade 6 in GCSE Chemistry.

In addition:

- Grade 6 in GCSE Maths
- Grade 5 in GCSE English Language

## ENRICHMENT OPPORTUNITIES

In Year 12, you will have the exciting opportunities to apply for STEM related super-curricular activities and summer programmes. MedSoc is an established lunchtime club run by Year 13 students.

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.

## CAREERS

Students who have completed Physics A Level, usually enter university to study such subjects as Physics, Civil Engineering, Aerospace Engineering, Electrical Engineering, Mechanical Engineering, Mathematics, Finance, Business, Material Sciences. Although Physics is not generally regarded as a profession in the same way as Law or Medicine, Physics graduates are widely recruited for their technical expertise and the transferable skills they have acquired and have access to all the careers open to graduates in any discipline.

## WHICH TEACHERS SHOULD I TALK TO ABOUT THIS SUBJECT?

**Mr Garner** (Teacher of Physics)

# A LEVEL POLITICS

## COURSE OVERVIEW

Those who study Government and Politics gain knowledge and understanding of how the world works – building an interest in world and current affairs and form a justified opinion on real world issues.

## UNITS

### Component 1: UK Politics and Core Political Ideas

- The emergence and development of the UK's democratic system and the similarities, differences, connections and parallels between direct and indirect democracy.
- The role and scope of political parties including the significance of the manifestos they publish at election time and their relevance to the mandate of the resulting government.
- How electoral systems in the UK operate and how individuals and groups are influenced in their voting behaviour and political actions.
- The three traditional political ideas of conservatism, liberalism and socialism.

### Component 2: UK Government and Non-core Political Ideas

- The UK constitution, which is different in nature from most of the rest of the world.
- The specific roles and powers of the different major branches of the government – legislative, executive, and judiciary – the relationships and balance of power between them, and where sovereignty now lies within this system.
- One of five additional political ideas - the core ideas and principles and how they apply in practice to human nature, the state, society and the economy, the divisions within each idea and their key thinkers.

### Component 3: Government and Politics of the USA

There are six content areas:

- The US Constitution and federalism
- US Congress
- US presidency
- US Supreme Court and US civil rights
- US democracy and participation
- Comparative theories.

## ASSESSMENT

UK Politics	2 essay questions from a choice on content studied	2 hours (33% of A Level)
UK Government	2 essay style questions	2 hours (33% of A Level)
USA Politics	Two short essay questions and one long essay question	2 hours (33% of A Level)

## EXAM BOARD

Pears on Edexcel Level 3 Advanced GCE in Politics

## ENTRY CRITERIA

Grade 5 in GCSE English Language / English Literature

## ENRICHMENT OPPORTUNITIES

Students will have the opportunity to visit the Houses of Parliament to gain an insight into the day to day workings of both the House of Commons and House of Lords.

## HIGHER EDUCATION & EMPLOYMENT LINKS

As in History - the study of A level Politics develops students' ability to analyse, research and write coherently. Students will develop their communication skills, think critically, solve problems and be required to present a reasoned argument. As such, it is a useful subject no matter what your career plans are.

## CAREERS

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

- Law
- Local governance
- Civil service and NGO's
- Business and management
- Marketing and sales
- Journalism and media
- Economics
- Teaching/academia
- Charity sector
- Social work

## WHICH TEACHERS SHOULD I TALK TO ABOUT THIS SUBJECT?

**Mr Eagleton** (Deputy Head & A level History Teacher)



## 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

## ENTRY CRITERIA

Combined Science: Grade 5-4 with 5 in the isolated Biology component

Separate Sciences: Grade 5 in GCSE Biology

In addition: Grade 5 in GCSE Maths Grade 5 in GCSE English Literature or English Language

## 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?

**Ms Ogunfidodo** (Head of Social Sciences and A Level Psychology Teacher)

# A LEVEL SOCIOLOGY

## 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

## ENTRY CRITERIA

Grade 4 in GCSE Sociology

If Sociology not studied at GCSE, Grade 5 in English Literature or English Language

## 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?

**Ms Ogunfidodo** (Head of Social Sciences and A Level Sociology Teacher)

**Ms Agnihotri** (Head of Sixth Form & 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

AQA

## ENTRY REQUIREMENTS

Grade 4 GCSE in Art, Photography or Textiles

If you have not studied a creative subject at GCSE, a portfolio of evidence may be considered to ensure you have the basic level of skill required for this course

## 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, Fashion Portfolio Course and design development
- 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 (Isleworth & Syon) and 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 3:** The Travel and Tourism Customer Experience requires learners to explore the needs and expectations of different travel and tourism customers and to investigate the customer service aims of and skills needed by two travel and tourism organisations.

**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.

## ASSESSMENT

- 1 hr 15 min 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?

**Ms Pearce** (Teacher of Travel & Tourism)