



SIXTH FORM

Prospectus for 2024 Entry



We are a large and friendly Sixth Form, offering a wide range of courses on a single site, with excellent teaching and pastoral support. Our students embody the key principles of our school: responsibility, resilience, tolerance, respect, curiosity and the pursuit of knowledge, and we pride ourselves on an inclusive approach. This means that we welcome the majority of our Year 11 students into Year 12 each year, along with increasing numbers of students who have completed their GCSEs in other schools.

Ofsted rated our Sixth Form as Outstanding on their last visit in May 2018. Since then we have worked hard to improve our Work Experience and PSHCE programmes and our results have gone from strength to strength. In 2019 our A-level progress - the key measure used in the Department for Education's league tables - was the highest of any state school sixth form in Oxfordshire, and in the top 5% of all Post-16 providers nationally. In recent years twice as many of our students have obtained places at Oxford and Cambridge Universities compared to the average for all UK schools and colleges, and significantly more than the national average have gained places at the leading Russell Group Universities.

We also offer an outstanding programme of extra-curricular and super-curricular opportunities and high quality individual support to help students through whatever challenges they face.





Our Sixth Form Centre reopened in September 2019 following a year-long £1.5 million refurbishment. It provides our students with a common room with its own café, a computer room and classrooms for business and humanities teaching, and a flexible presentation and independent study space with computer workstations.



Most Sixth Form teaching takes place on our main Centre Site across the road from the Sixth Form Centre, in buildings which have either been built or refurbished in the past seven years. The result is an excellent set of facilities for the teaching of all subjects.



2023 Results and UCAS Headlines

Following the special arrangements for deciding grades in 2020 and 2021 our last two Year 13 cohorts each achieved our best ever A-level results and enjoyed similar success with their university placement to previous cohorts - but we will present our last set of 'examined' results here for your information. A complete list of university destinations for 2019 follows the headlines below.

2023 Headline Figures

25%	Of A level results at A* or A
57%	Of A level results at A*, A or B

2023 UCAS Headlines

94%	112 Applicants placed at University
85%	101 At first choice University
34%	40 At Russell Group Universities
5%	6 At Oxford or Cambridge



In addition to their core curriculum of three A-levels or equivalent courses, we expect all Sixth Form students to undertake an 'extra' such as:

An Extended Project

Gold Duke of Edinburgh

Core Maths

A level Electronics

Regular Work Experience

Young Enterprise

Alternatively some students take four A-levels from the standard offer (often one of these being Further Maths) although (as for Electronics) we only recommend this for those who are best at managing a heavy academic workload.

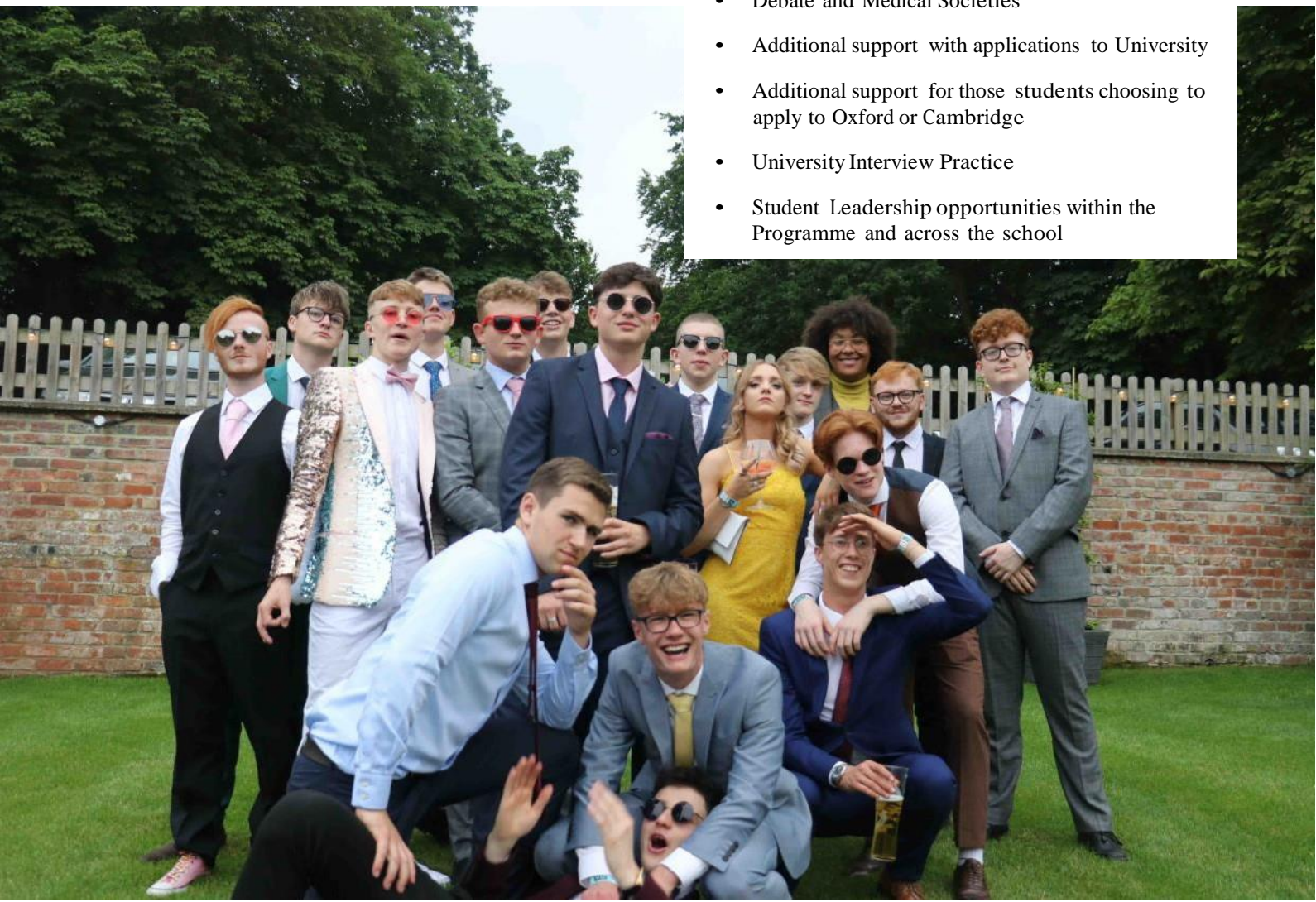
Work Experience is a requirement for all Post-16 students, and students who do not undertake it as their chosen 'extra' or as part of a vocational course are supported to make their own arrangements for a week-long placement either in a school holiday or in Term 4 or 5 of Year 12.

Sixth Form students are required to undertake leadership work on a voluntary basis, for example by acting as 'Subject Champions' supporting staff and younger students in one of their current subject areas. Our Elective Programme provides more enrichment and academic support options to sixth form students on Wednesdays after lessons.

Our Academic Enrichment Programme can be accessed by all students but is particularly valuable to those seeking to apply to the most competitive universities.

Opportunities include:

- Information on relevant academic enrichment opportunities as they arise
- Information on academic competitions for students to develop their research and writing skills
- Both virtual and in-person seminars and talks on a number of different topics
- Academic Enrichment trips out of school (e.g. museums, university study days, evening lectures)
- Study skills
- Debate and Medical Societies
- Additional support with applications to University
- Additional support for those students choosing to apply to Oxford or Cambridge
- University Interview Practice
- Student Leadership opportunities within the Programme and across the school



Key Expectations and Support

Key expectations and support

We aim to treat Sixth Form students as responsible members of the community, and as young adults who need to take responsibility for their own learning and development. However, we do insist on the following and will endeavour to monitor our students' adherence to these expectations and to communicate with their parents/carers accordingly:

All students must register and attend every class for which they are timetabled, and at any other time specified by members of staff.

All Sixth Form students must attend registration at 8.45am on the days specified on their timetable unless an alternative arrangement has been agreed with Sixth Form Staff and parents / carers.

We expect students to spend the majority of their study periods working on-site unless they have arranged to work off site with Sixth Form staff, supported by their parents / carers.

We expect students to communicate with their tutor, teachers and Student Managers regarding any absences or issues with their progress, and encourage them to use their school email account for this.

While Sixth Form students enjoy more freedom than younger students, they should:

Be appropriately dressed for a workplace – for example ripped jeans, crop-tops and t-shirts bearing slogans which some may find offensive are not permitted.

Not use mobile phones or other electronic devices in lessons or tutorials without the express permission of their teacher or tutor, or in social and study spaces on Centre Site (they are permitted to use them in the Sixth Form Centre).

Tutorial Sessions

These are a requirement for all Sixth Form students. Tutors will:

Monitor attendance.

Provide support and guidance with academic work

Offer career and higher education advice.

Provide references as appropriate, for employers and for university applications, commenting on attendance, punctuality, leadership and communication skills.

Liaise with staff and parents with regard to progress, course choice and career plans.

Deliver a programme of Personal, Social, Health and Citizenship Education tailored to the needs of Post-16 students, including Relationships and Sex Education, guidance on personal safety including when driving, and preparing for living independently.

Financial Support

The 16-19 Bursary is a discretionary fund which the College administers to students on a means tested basis (based on household income and/or receipt of benefits).

The Bursary is intended to financially support the costs associated with continuing study. This typically results in around £150 being paid into eligible students' bank accounts four times per year.

An application pack with full details is available at the start of the academic year.



Post-16 Qualifications

We offer courses suitable for young people with a wide variety of interests and talents. The courses that students follow are chosen after individual consultations with Sixth Form staff. It is most important for students to select the right course for them, and these will naturally depend on GCSE and BTEC results.

All students are expected to visit galleries and museums and participate in extra-curricular activities such as workshops and visits to cultural centres abroad.

A-levels

A-level students follow a two-year course and no longer take AS exams in Year 12. Previously these formed 50% of the assessment of the old 'modular' A-levels, but these have now been replaced with 'linear' qualifications. A-level students are now assessed on the whole two-year course at the end of Year 13, their grade depending entirely on these exams and (in very few subjects) coursework units taken in Year 13. As in the majority of sixth forms nationally now, most of our students focus on three A-levels from the start of Year 12. They sit internal 'end-of-year' exams at the end of June which they need to pass in order to progress onto the second year of the course. There is an opportunity to re-sit in September if necessary.

BTEC Level 3 'Nationals'

New, reformed BTEC Level 3 (known as BTEC National) courses were available for the first time from September 2016, and we introduced them in 2017. We offer Applied Science, Business, and Health and Social Care as BTEC Level 3 Diplomas (equivalent to two A-levels) or Extended Certificates (equivalent to a single A-level) and an Extended Certificate in Dance is also available. Sport is available as an Extended Diploma (equivalent to three A-levels) or as a Diploma or Extended Certificate, and if demand is sufficient we will run Applied Science as an Extended Diploma in 2023. These courses are increasingly popular options for students who would traditionally have taken A-levels only. They provide strong progression routes to many degree courses (including competitive courses such as nursing and midwifery), and can be taken in combination with A-level courses. BTEC courses have traditionally been assessed entirely by coursework, but for the new BTEC Nationals 40% of the assessment will be external – for some courses this will be in the form of exams, and for others externally marked coursework or a combination of the two.

Adding breadth to the programme of study

We are committed to maintaining a broad curriculum offer which develops the 'whole person', and an expectation of Year 12 students will be that they take advantage of an 'extra' in addition to their three A-level / BTEC National courses.

Options include regular work experience, the Duke of Edinburgh programme, the 'Core Maths' qualification pitched between A-level and GCSE, and an Extended Project which gives an opportunity to independently study any topic, and which results in a qualification equivalent to half an A-level.

Provision is also made via timetabled lessons for students to re-take English and/or maths GCSE alongside their other courses if they have not reached the expected standard in Year 11.

2024 Entry Requirements

Students must obtain the overall entry requirements together with the individual subject entry requirements to be accepted onto their chosen subjects.

Overall Entry Requirements:

Overall Requirement to study BTECs:	5 x 9-4 grades
Overall Requirement to study A Levels:	6 x 9-4 grades
Overall Requirement to study 4 A Levels:	7 x 9-5 grades

In certain individual cases consideration may be given to extenuating circumstances that may impact a student's ability to obtain the right entry requirements. If a student wishes to study a subject they have not studied before (that was available at GCSE or L2 BTEC), consideration will be given on an individual basis.

Subject Entry Requirements

Applied Science BTEC	One 4 in Science; 5 in English; 4 in Maths
Art, Craft & Design A level	6 in Art
Biology A level	6 in Biology or 6:5 in Science; 6 in Maths
Business BTEC	4 in Business; 5 in English; 4 in Maths
Business Studies A level	5 in Business, English and Maths
Chemistry A level	6 in Chemistry or 6:5 in Science; 6 in Maths
Core Maths (1 year)	5 in Maths
Dance BTEC	Merit in Dance BTEC
Drama & Theatre Studies A level	5 in Drama; 4 in English
Economics A level	5 in English and Maths
Electronics A level	5:5 in Combined Science or 5 in at least two Sciences; 6 in Maths
English language A level	6 in English Language
English literature A level	6 in both English Language and Literature
Film Studies A level	6 in English; 5 in Film Studies or Creative Media Studies
French A level	6 in French
Further Maths A level	8 in Maths
Geography A level	5 in Geography and Maths
Government & Politics A level	5 in History or English
Health & Social Care BTEC	Merit in HSC BTEC (if taken) or a 4 in one Science; 5 in English; 4 in Maths
History A level	5 in History and English
Maths A level	7 in Maths
Music A level	6 in Music
PE A level	6 in PE (including 6 on theory paper, and 20 in chosen sport); 5 in Biology or 5:4 in Science
Physics A level	6 in Physics or 6:5 in Science; 6 in Maths
Product Design A level	5 in Product Design
Psychology A level	5:5 in Combined Science or 5 in Biology; 5 in English and Maths.
Religious Studies A level	5 in Ethics and Philosophy; 5 in English
Sociology A level	5 in English
Spanish A level	6 in Spanish
Sport BTEC	Merit in Sport BTEC or a 5 in PE; 5 in English; 4 in Maths

Exam board: AQA (7131/7312)

<https://filestore.aqa.org.uk/resources/business/specifications/AQA-7131-7132-SP-2015.PDF>

What will I study?

Business is front-page news. The way companies operate is under greater scrutiny than ever before, while TV programmes like The Apprentice and Dragon's Den have raised the profile of Business to a new generation.

Business at KA's is an extremely popular 'A' level subject. The subject examines how human beings organise themselves and resources to provide the goods and services we all consume. Business integrates a number of academic subjects and students will experience topics that could feature elements of Economics, Accountancy, Psychology, Sociology, Politics, Media Studies and Geography.

The course relates to the practical real world and wherever possible; visits will be organised, speakers invited in and survey work completed.

Business will complement virtually any combination of A-level qualifications. However, students following courses in Sociology, Computer Science, Media Studies, PE, Health and Social Care and Geography find a particular connection between these subjects and Business.

Subject Information & Content

In Year 1, the following topics are covered:

What is business?

Managers, leadership and decision making

Decision making to improve marketing performance

Decision making to improve operational performance

Decision making to improve financial performance

Decision making to improve human resource performance

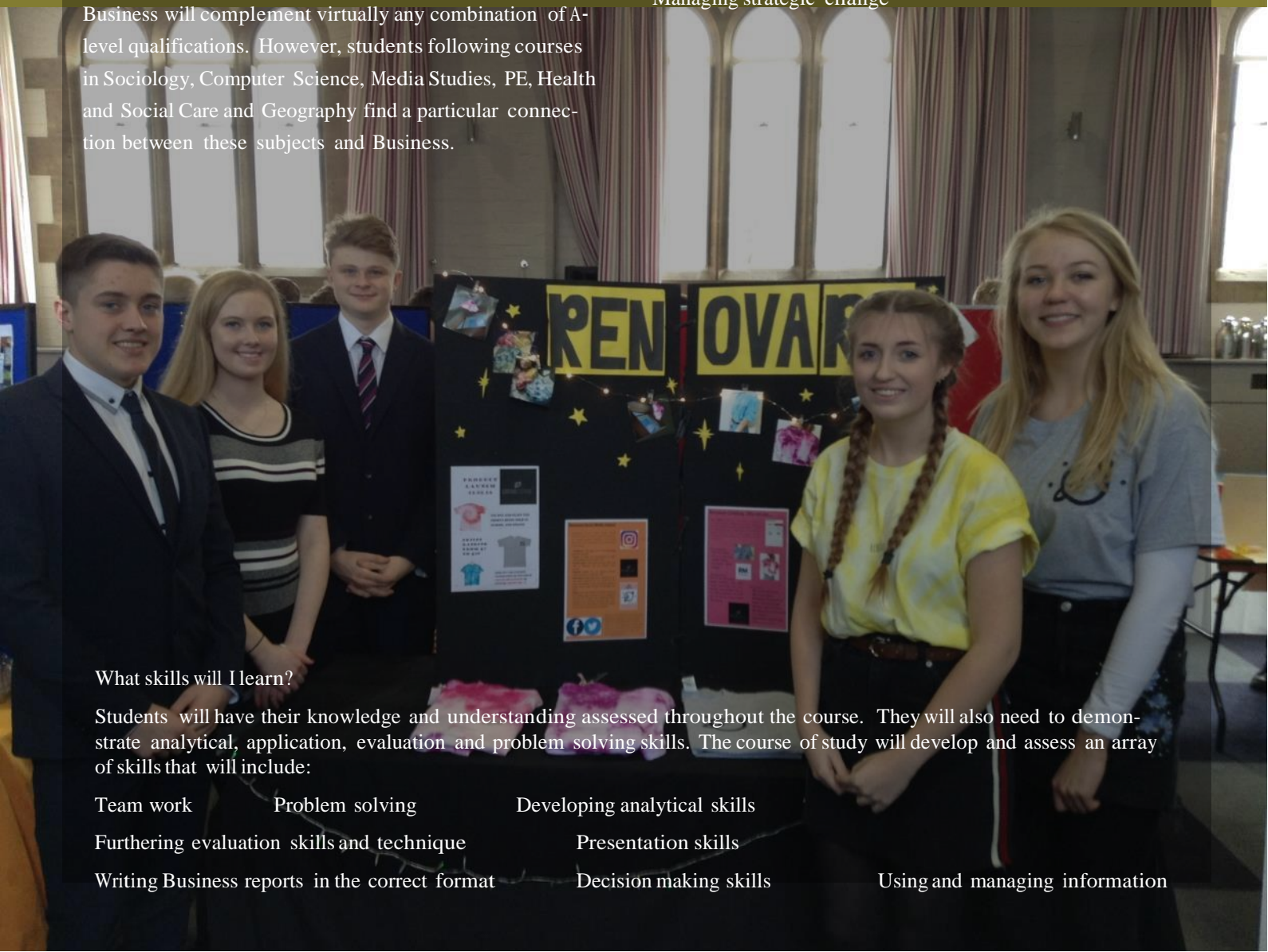
In Year 2, the following additional topics are covered:

Analysing the strategic position of a business

Choosing strategic direction

Strategic methods: how to pursue strategies

Managing strategic change



What skills will I learn?

Students will have their knowledge and understanding assessed throughout the course. They will also need to demonstrate analytical, application, evaluation and problem solving skills. The course of study will develop and assess an array of skills that will include:

Team work

Problem solving

Developing analytical skills

Furthering evaluation skills and technique

Presentation skills

Writing Business reports in the correct format

Decision making skills

Using and managing information

Students are offered the opportunity to set up and run a Young Enterprise company which will provide them with the practical insight into setting up and running their own business. There are many local, regional and national competitions that the company will enter. This is a great opportunity for students to explore their creative ideas and set up a business, and endure the highs and lows associated with a company!

Possible courses that students will attend over the two years:

A-level conferences run by Philip Allan delivered by experienced senior and principal examiners. This costs about £30 approx; the costs cover entry and travel expenses.

The Business & Computing Faculty also run an optional trip at the end of Year 12 on a biannual basis to New York. This provides an invaluable opportunity to see real business situations 'in action'.

Text books:

Students are provided with access to Business textbooks, currently Wolinski AQA A-Level Business 1 & 2

Students may also subscribe to a quarterly magazine through the department; 'Business Review'

— an invaluable tool to provide the students with a wider understanding of the subject and in a practical context.

How is the A-level course structured and assessed?

Three two-hour exams:

Paper 1: 100 marks – 15 MCQs worth 1 mark each, short answer questions worth 35 marks, 2 extended answer questions (each out of a choice of 2) worth 25 marks each

Paper 2: 100 marks – 3 data response questions each worth approx. 33 marks

Paper 3: 100 marks – one case study consisting of 6 questions

What use will the course be later?

The majority of Business students' progress onto University to read Business, Business Administration, Economics, Human Resources, or Marketing with a combination of other courses. Students will also find that A-level Business will open up a range of employment opportunities in professions such as accountancy & finance, retail management, journalism, law, marketing & advertising, human resources, sport & leisure and tourism. Business students will also find that the course develops many transferable skills such as communication, independent research, teamwork, numeracy, report writing and ICT literacy.

Contact: Mr Sandhu

—
hsandhu@ka.vale-academy.org

BTEC NATIONAL EXTENDED CERTIFICATE IN BUSINESS

Exam board: Edexcel (Course code: 601/7159/5)

https://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/Business/2016/specification-and-sample-assessments/9781446938218_BTECNationals_Bus_ExCert_Spec_Iss3C.pdf

BTEC NATIONAL DIPLOMA IN BUSINESS

Exam board: Edexcel (Course code: 601/7157/5)

https://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/Business/2016/specification-and-sample-assessments/9781446938232_BTECNationals_Bus_Dip_Spec_Iss3C.pdf

What will I study?

Business is front-page news. The way companies operate is under greater scrutiny than ever before, while TV programmes like The Apprentice and Dragon's Den have raised the profile of Business to a new generation. Business at KA's is an extremely popular BTEC Level 3 subject. You will focus on the key elements of human resources, finance and marketing.

The course relates to the practical real world and wherever possible; visits will be organised, speakers invited in and survey work completed.

BTEC Level 3 Business will complement virtually any combination of BTEC and A-Level qualifications. However, students following courses in Sociology, Media Studies, PE, Health and Social Care and Geography find a particular connection between these subjects and Business.

The BTEC Level 3 Extended Certificate is equivalent to one A-level.

The BTEC Level 3 Diploma is equivalent to two A-levels

What are BTECs & how do I know if the course will suit me?

BTECs are part of a national framework of vocational qualifications introduced by the Government. BTECs are for students in full time education and they offer a choice of routes at different levels. With a BTEC you can decide whether to go into work or continue in further or higher education.

Successful BTEC National students tend to be those who enjoy a more practical approach to learning. Lessons will involve using ICT, role plays, visits to institutions in the community, work experience, independent study, organisation of your own time, Team work and organising major events.

Subject Content — Extended Certificate

The BTEC Level 3 Extended Certificate in Business includes the following four units of study:

Exploring Business

Developing a Marketing Campaign (External Assessment)

Personal and Business Finance (External Assessment)

Recruitment and Selection Process.

Subject Content - Diploma

The BTEC Level 3 Diploma in Business incorporates the same four units as the Extended Certificate, plus a further four additional units of study:

Exploring Business

Developing a Marketing Campaign (External Assessment)

Personal and Business Finance (External Assessment)

Recruitment and Selection Process

Managing a Business Event

International Business

Principles of Management (External Assessment)

Investigating Customer Service

What skills will I learn?

Students will have their knowledge and understanding assessed both internally and externally. They will also need to demonstrate analytical, evaluative and problem solving skills.

Team work Problem solving Developing analytical skills

Furthering evaluation skills and technique

Presentation skills

Writing Business reports in the correct format

Decision making skills

Using and managing information

How is the BTEC Level 3 Diploma assessed?

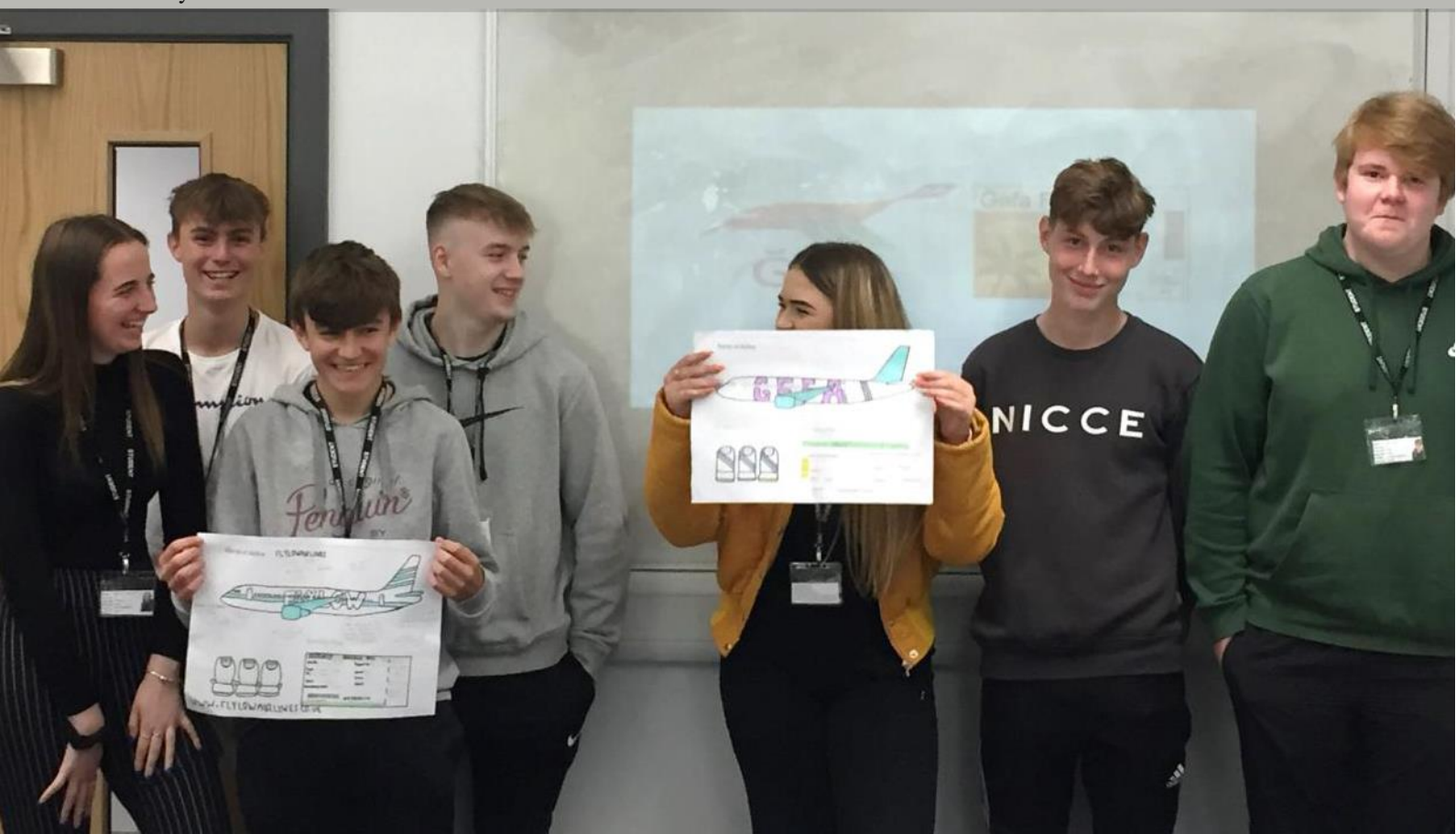
The course is assessed through both coursework and through external assessments. Students studying the Diploma will complete five coursework assessments and three exams over their two years of study. The coursework assessments are assessed by departmental staff and moderated by an external verifier.

What use will the course be later?

Many BTEC Business students' progress onto University to read Business, Business Administration, Human Resources, or Marketing with a combination of other courses. Students will also find that BTEC Business will open up a range of employment opportunities in professions such as accountancy & finance, retail management, journalism, law, marketing & advertising, human resources, sport & leisure and tourism.

More details? Contact Head of Faculty for Business Harkit Sandhu

Email: hsandhu@ka.vale-academy.org



Exam board: AQA (Course code: 7136)

<https://filestore.aqa.org.uk/resources/economics/specifications/AQA-7135-7136-SP-2015.PDF>

What will I study?

Economics requires students to explore both Micro and Macro Economics. Microeconomics investigates issues such as 'Are monopolies beneficial?', 'Should governments intervene in markets?' and 'What impact do cognitive biases have when making economic decisions?' The Macroeconomic issues covered include 'How should the government manage inflation?', 'What happens to the economy if we decide to spend more?' and 'What effects will Brexit have on the national and global economies?' Throughout the course students will also develop their learning in a European and Global context. The new specification in Economics aims to engage students and furnish them with the skills to become effective economists. The course provides students with a deeper understanding of current affairs and they will learn how to apply an Economists perspective to real world issues and events.

Economics will complement virtually any combination of A-level qualifications. However, students following courses in Sociology, Computing, Business Studies, Maths, Government and Politics and Geography find a particular connection between these subjects and Economics.

Year 1

students will study:

The Operation of Markets and Market Failure
The National Economy in a Global Context

Year 2

students will continue to build on their learning in Year 1:

Individuals, Firms, Markets and Market Failure
The National and International Economy

Throughout the A-Level students will develop their analytical and evaluation skills when dealing with economic concepts and scenarios.

What skills will I learn?

Students will improve their knowledge and understanding of key facts and information within the subject. They will also develop their analytical, evaluation and problem solving skills:

Team work Problem solving

Developing analytical skills

Furthering evaluation skills and technique

Presentation skills

Decision making skills

Using and managing information

How will the course be structured and assessed?

The course will be assessed at A-Level through three examinations (each 2 hours) on:

Markets and Market Failure

National and International Economy

Economic Principles and Issues

What use will the course be later?

Economics students' progress onto University to read a range of subjects. Many students enjoy the subject so much they go onto study Economics (or Economics in combination with another subject) at University and use this practically in their careers.

Students will also find that A-level Economics will open up a range of employment opportunities. Economics students will have developed many transferable skills such as communication, independent research, analytical and evaluation skills, teamwork, numeracy, report writing and ICT literacy.

More details?

Contact Conor Jones: cjones@ka.vale-academy.org



Exam board: Edexcel (Course code: 9AD0)

<https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/art-and-design-2015.html>

Course Structure

The Art, Craft and Design unendorsed course encompasses a range of media, Textiles and Graphics Design.

The A-level is made up of two units:

Component 1 – Independent Study 60%

Component 2 – Externally set assignment

How do I know if it will suit me?

Art offers those students who are self-motivated and genuinely interested in the subject an excellent opportunity to develop a broader understanding of the history and techniques of the creative process, whilst developing personal skills in both the practical and theoretical aspects of their own work.

The course is taught through a series of units, each one dealing with a variety of techniques covering a wide range of exciting and stimulating topics. There is considerable scope for individual project work as well as group exercises.

It is expected that students will be committed to developing fresh and often unconventional ideas in a new range of materials.

All students are expected to visit galleries and museums and participate in extra-curricular activities including weekend workshops and visits to cultural centres abroad.

The course is enjoyable, hard work and distinctly different from Year 11 in the range of two- and three-dimensional media and techniques, as well as the concepts, you will investigate.

What will I study?

Component 1 – The start of the course gets students learning new techniques through short, engaging workshops. Students will then be required to work sequentially from a given starting point or theme towards a well-considered conclusion.

Students will also be required to research, evaluate, analyse and establish coherent and sustainable links between their own emerging art practice with historical and contemporary sources. Recent examples include Surrealism, Expressionist Portraits, architecture, fashion, Theatre in Arts and Science. Students will develop knowledge to produce work on a variety of self-directed themes. The personal study, which is an assessed element of Component 1, is a separate piece of writing which must comprise a minimum of 1000 words of continuous prose.

Component 2 – Students will create a project which the exam board choose the title of. This then ends with students completing a timed examination of 15 hours towards the end of Year 13.

TEXTILES and GRAPHICS

What if I am interested in these subject areas?

The Art, Craft and Design course is structured so that students can produce work and outcomes using Textile and Graphic techniques.

We can offer those students interested in Textiles the opportunities to explore a variety of materials and techniques. Students will develop skills in applied and constructed Textiles. These may include printing, weaving, tapestry, embroidery and batik. Students will be able to realise the full potential of their ideas through the technical processes associated with textiles.

Those interested in Graphics will develop skills in Computer Aided

Design. These may include disciplines such as Advertising, Illustration and Typography design. Students will be able to realise the full

potential of their ideas through the technical processes associated with Graphics.

The course is taught through a series of programmes, each one

dealing with a variety of techniques covering a wide range of topics. There is considerable scope for individual project work and teachers are experienced in teaching to individual needs and interests.

All students are expected to visit galleries and museums and

participate in extra-curricular activities such as workshops and visits to cultural centres abroad.

The course is taught through a series of programmes, each one dealing with a variety of techniques covering a wide range of topics. There is considerable scope for individual project work and teachers are experienced in teaching to individual needs and interests.

All students are expected to visit galleries and museums and participate in extra-curricular activities such as workshops and visits to cultural centres abroad.

What skills will I learn?

Both specifications aim to develop intellectual, imaginative, creative and intuitive powers.

Students will develop investigative, analytical, experimental, practical, technical and expressive skills, aesthetic understanding and critical judgement.

The key skill of communication is integral to the study of A-level Art, this will be assessed in the context of the subject as specified in the mark scheme.

How is it assessed?

A-level is internally marked and externally moderated.

What use will Art be later?

A-level Art is a prerequisite for any student wishing to go on to study Art at Foundation, Diploma or Degree level. On average 50-75% of our students go on to take art courses and pursue their interest in Art and Design. It is also a desirable qualification for a whole range of different professions.

The following list of occupations will give some idea of the

diverse range of opportunities that are available to students with an Art qualification.

Set Designer, Advertising, Agency Designer, Industrial

Designer, Fashion Designer, Commercial Photographer, Film Maker, Print Maker, Architect, Illustrator, Teacher/Lecturer,

Potter Design for Architectural practice, Conservation and Restoration Artist

Additional Information

here are a number of opportunities for students to study Art abroad including visits to Florence as well as artist workshops and gallery visits. Students also have the chance to attend life drawing workshops at intervals throughout the year.

Contact – Laura Oakey– loakey@ka.vale-academy.org

Drama and Theatre Studies A-level

Exam board: Edexcel (Course code: 9DR0)

<https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/drama-and-theatre-2016.html>

Course Structure

Component 1: Devising – 40%

- Devise an original piece of theatre
- Using a key extract from a published text as stimulus
- Use a key theatre practitioner to aid dramatic style
- A portfolio accompanies this practical work.
- Internally assessed

Component 2: Text in Performance – 20%

- A group performance of a key extract from a published performance text
- Monologue or Duologue chosen from a key extract from a different performance text
- Externally assessed

Component 3: Theatre Makers in Practice – 40%

- Practical exploration of a complete performance text focusing on how it can be realised for performance
- Practical exploration of a different performance text in light of a theatre practitioner focusing on how the text could be reimagined for a contemporary audience
- Live Theatre Review

Theatre practitioners and approaches.

Throughout their A-level, students will explore the ideas and theories of leading practitioners, applying knowledge and understanding in performance. Main practitioners studied are Stanislavski, Brecht and Artaud.

They will demonstrate an understanding of the ways in which playwrights, directors, designers and performers use the medium of drama to create theatre and are affected by social, cultural, and historical influences.

Response to live theatre seen during the course.

Students will respond to live theatre seen throughout the course, assessing their productions' successes through critical analysis.

Choose Drama and Theatre if:

You have a keen interest in theatre, as you will be expected to participate as an actor, director, audience member, critic and designer.

It is not necessary to have Drama GCSE, although obviously it would help as basic acting skills and techniques have been learnt. It would definitely be an advantage to have some prior performance experience.



Drama and Theatre Studies A-level

What skills will I learn?

You will learn how to work within a team to explore themes/issues of a published performance piece. You will find ways to realise your creative potential, ways to release inhibition and improvise spontaneous actions and exchanges. You will study performance skills, such as voice and movement. You will learn to be a constructive critic, both of your own work and that of others.

You will develop your 'theatre in the mind' so that you are able to visualise practical ideas and express them in words. You will learn how to interpret text and translate it into verbal and physical action. You will learn something about the history of theatre and its role in society.

Key Skills addressed include communication through discussion and the written word. You will also conduct re-

Additional Information

There are class visits to the theatre (usually in the evening) and students are also encouraged to arrange extra theatre visits for themselves. This all adds up financially and assistance is available for those unable to meet the cost of theatre tickets and travel.

During the run-up to the practical exams, students usually chose to meet for extra rehearsal sessions outside the timetable and to perform their pieces to an invited audience.

Additional costs may include purchasing scripts, costumes and props. Theatre visits may vary from £10.00 - £30.00 and are a requirement for the written paper.

More details – contact Ms Moreton

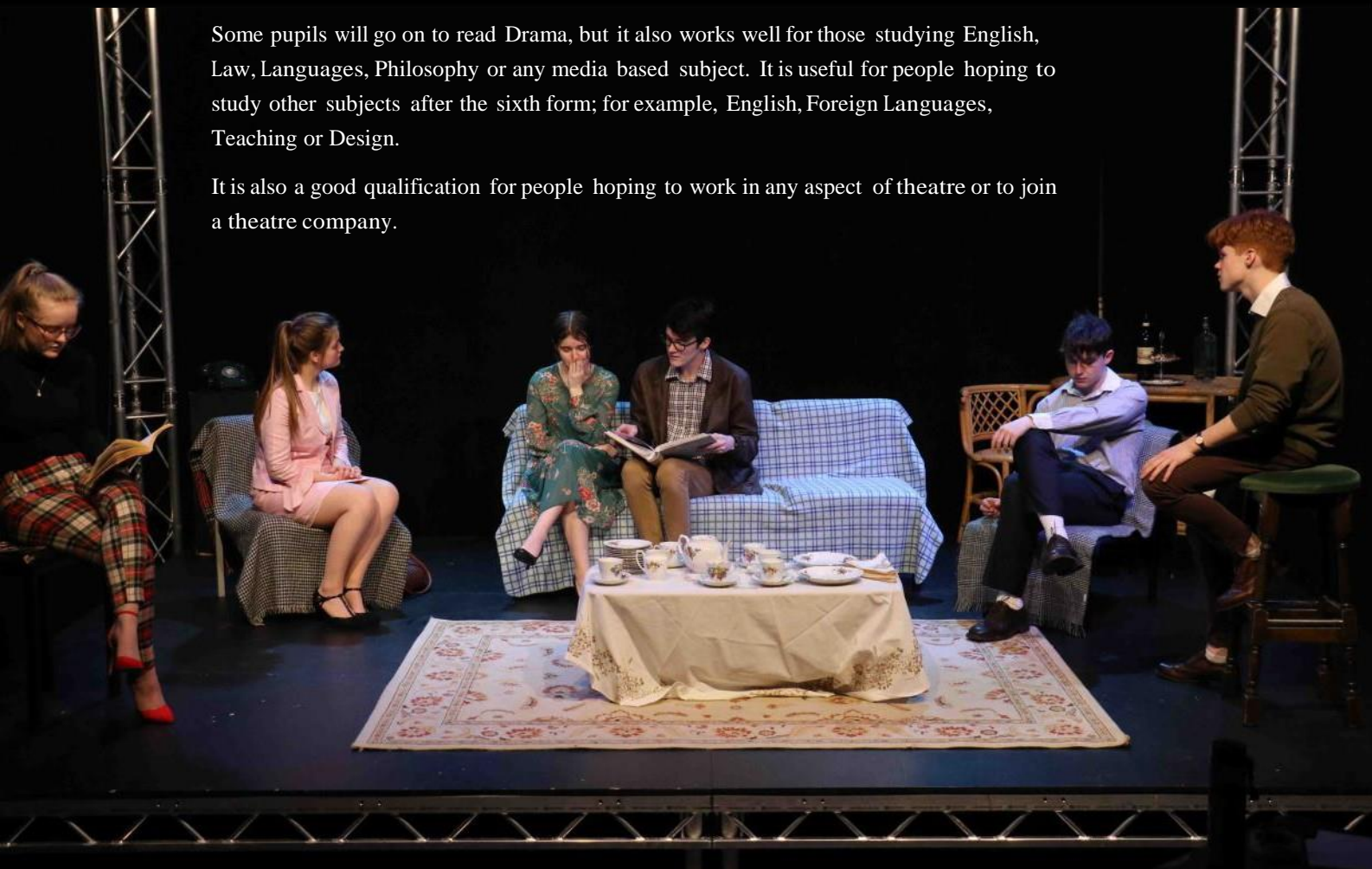
email: hmoreton@ka.vale-academy.org

What use will it be later?

Drama and Theatre Studies is a good qualification for entry to Universities and Higher Education establishments. Lots of students go on to study Drama at University or Drama School. Theatre Studies is welcomed as an academic A-level by all universities, whether as the main interest or as a sign of breadth of study.

Some pupils will go on to read Drama, but it also works well for those studying English, Law, Languages, Philosophy or any media based subject. It is useful for people hoping to study other subjects after the sixth form; for example, English, Foreign Languages, Teaching or Design.

It is also a good qualification for people hoping to work in any aspect of theatre or to join a theatre company.



Exam board: OCR (H410)

<https://www.ocr.org.uk/qualifications/as-a-level-gce/film-studies-h010-h410-from-2017/specification-at-a-glance/>

What will I study?

The new Film Studies course is designed to enable you to:

- embrace film as both an art form and a medium of communication and to study and enjoy a diverse range of films
- engage with film's broad, cultural and historical heritage and gain an understanding of how meaning has been created through film from the silent era to the present day
- explore the historic European film movements that helped shape filmmaking in the 20th century
- explore how film represents different cultures and societies and investigate the ideologies that shape film, and that are shaped by film
- explore different film forms, such as short films, experimental films, documentary films and silent films
- explore production processes, technologies and the significance of both viewing conditions to the spectator and the digital in film.
- apply academic and theoretical knowledge into their own production of a short fiction or experimental film or screenplay.

Choose Film Studies if you would like to:

- develop analytical, discursive writing skills and become confident readers of film in terms of key concepts such as narrative, genre, aesthetics, spectatorship and representation
- investigate and explore various critical debates ranging from film poetics to the Auteur and realism to expressionism
- develop research, investigative and production skills and to work both independently and collaboratively with others
- develop evaluative skills that allow you to evaluate your own productions in relation to critical approaches and professionally produced films.

You should study Film if you:

enjoy analysis, discussion and research.

want to study an up-to-date subject with social relevance.

are creative and want to develop your practical skills by constructing media products using appropriate technical and creative skills.

wish to pursue a career in Film/Media.

It is also a great subject to combine with a range of other subjects to enhance your understanding of the world about you.

KING ALFRED'S
PREMIER
2019



Film Studies A-level

What previous experience is needed?

You need not have studied Media GCSE before you start this course, but you should have a lively interest in Film. The course is largely theoretical so you will be mostly deconstructing and examining end products, but you will also make your own product.

What skills will I learn?

Analysis, discussion and research skills through exploration and investigation of Film.

Technical and Creative skills through production

Summary of what's in the new specification

OCR's A-level in Film Studies consists of two components that are externally assessed and one NEA component that is assessed by the centre and externally moderated by OCR.

Film History (01)

This component is worth 105 marks and represents 35% of the marks for the A-level. This component is assessed via an examination paper lasting two hours. The examination paper will consist of two sections.

Section A: Film form in US cinema from the Silent Era to 1990 (55 marks)

Section B: European Cinema History (50 marks)

Learners must answer three questions in Section A and two questions in Section B.

Critical Approaches to Film (02)

This component is worth 105 marks and represents 35% of the marks for the A-level.

This component is assessed via an examination paper lasting two hours. The examination paper will consist of three sections.

Section A: Contemporary British and US Film (35 marks)

Section B: Documentary (35 marks)

Section C: Ideology (35 marks)

Learners must answer one question from each section - three questions in total across the paper.

Making a Short Film (03/04)

This is a non-examined assessment (coursework) component and worth 90 marks and represents 30% of the marks for the A-level.

This component is internally assessed by teachers and externally moderated by OCR assessors.

Learners will be required to produce either an individual short film (fictional or experimental) or an equivalent screenplay with a digitally photographed storyboard (60 marks). Learners will carry out an evaluation of their production in relation to the set short films they have studied in preparation for their production (30 marks).

How do I know if it will suit me?

Are you Creative?

Good at essay writing?

Good at analysis?

Confident in your opinions?

Willing to work independently?

Self-motivated with regard to research?

Interested in film and the world around you?

Interested in new technology?

If so, this may be the course for you!

For further details please contact Mrs F Habgood:
fhabgood@ka.vale-academy.org

Exam board: Edexcel: (9MU0)

<https://qualifications.pearson.com/en/home.html>

This subject will suit anyone who loves music enough to spend part of every day for the next one/two years playing, listening to, reading about and creating something they really enjoy.

Previous experience:

You will normally be expected to have achieved at least a Grade 7 in Music at GCSE level although students with suitable theory and instrumental qualifications equivalent to grade 5 will be considered.

You will need to be at least grade 7 standard by the end of the course. A second instrument is valuable but not essential. At A-level you should ideally be having regular instrumental lessons.

Course of Study:

A-level Music covers the same basic areas as GCSE but in much greater depth. There is also the expectation that students develop wider listening skills and immerse themselves in all types of music from the baroque period through to EDM. We follow the EDEXCEL exam board and the main assessment areas are laid out below. Additional-

Unit 1: Performing Music

This unit gives students the opportunities to perform as soloists and/or as part of an ensemble. Teachers and students can choose music in any style. Any instrument(s) and/or voice(s) are acceptable as part of a six minute assessed performance at approximately Grade 6 standard. Throughout the year various performance opportunities will be given in class and students will be asked to think musical interpretation as well as just playing notes accurately.

Unit 2: Composing

This unit teaches students to develop their composition technique and creative musicality through the study of harmony, texture and melody. Students create a range of composition and technique exercises across the year both free choice and from teacher set briefs. We also begin to work on technique in the style of Bach.

Unit 3: Developing Musical Understanding

This unit focuses on listening to familiar music and understanding how it works developing the same musical language used at GCSE but in a more critical way. 6 new areas of study provide set works from an anthology and knowledge is gained through aural and visual analysis. The course also focuses on understanding unfamiliar music and learning how to weave musical arguments through essay writing. There is also an element of musical dictation.



Unit 4: Extended Performance – (30% of the course)

Performance recital externally assessed

This unit gives students with opportunities to extend their performance skills as soloists and/or as part of an ensemble. Teachers and students can choose music in any style. Any instrument(s) and/or voice(s) are acceptable as part of an 8 minute assessed performance at grade 7 standard.

Unit 5: Composition and Technical Study – (30%)

Creative composition 20% externally assessed.

Technical study 10% externally assessed.

This unit has two sections: composition and technical study. The composition section further develops students' composition skills, leading to the creation of a final four-minute piece in response to a chosen brief or a brief of their own devising. The technical study section builds on the knowledge and awareness of harmony in the style of JS Bach. Students must complete one composition and one technical study.

Unit 6: Further Musical Understanding – (40%)

This unit focuses on listening to music, familiar and unfamiliar, and understanding how it works. The set works from the anthology provide the focus for much of the unit. Between works students should also listen to a wide range of unfamiliar music which relates to all 6 areas of study. They should learn how to compare and contrast pairs of excerpts, contextualise music and identify harmonic and tonal features.

What skills will I learn?

Musical Understanding – This area requires you to make a detailed analysis of specific passages of music and, therefore, requires you to develop your analytical skills as well as essay writing. You will also develop your aural skills including transcription, recognition of keys, discrimination and stylistic analysis.

Composing – This includes the development of compositional techniques through the analysis of existing works and the introduction and use of harmony.

Performing – This includes the development of both solo and ensemble performing skills.

Lessons are broken up during the week into analysis, dictation, wider listening, composition and performance

What use will Music be later?

If you are intending to progress your interest in music there are many career possibilities including:-

Performing, Teaching, Work in the media and theatre, Composing/song writing,

Entry into the forces' bands ie. Royal Marines, Music Therapy, Sound Engineering and Production

Music is still a highly respected qualification at University level and even if it is not a choice you would like to make for your degree level course, it looks good to admission tutors as a fourth subject as it shows not only the ability to perform and the confidence that goes with that, but highlights the dedication you have had for your instrument, the ability to create music which involves following formulae and instructions and the ability to read and interpret music, analysing and writing essays about it.



Exam board: AQA Design and Technology: Product Design – 7552

<https://www.aqa.org.uk/subjects/design-and-technology/as-and-a-level/design-and-technology-product-design-7552>

Course Structure

An A-level in Product Design helps students take a broad view of design and technology, develop their capacity to design and make products and appreciate the complex relations between design, materials, manufacture and marketing. This is achieved by practical experimentation of materials and solving real world problems.

What does the course involve?

The A-level course is split 50% coursework and 50% exam. The Exam element is split into two 2 hour exams at the end of the course.

Paper 1 (150 minutes)

The exam is a mixture of short answers, multiple choice and extended responses and will cover the following

Core Technical Principles

Core Designing Skills

Core Making Skills

Paper 2 (90 minutes)

The exam is a mixture of short answers, multiple choice and extended responses and will cover the following.

Product analysis

Commercial manufacture

Specialist knowledge

Non-Exam Assessment

A written or digital portfolio where students identify a real-World problem and then create a creative solution to this problem using a range of different designing techniques as well as manufacturing using a range of materials, tools and equipment. Previous projects have included Point of sale displays for large retailers to portable skate ramps and kitchen aids for people with disabilities through to gaming chairs and canoes.

How do I know if it will suit me?

This course is designed to encourage candidates to develop a range of skills related to a wide range of further education courses that would provide access to the world of design, manufacturing, construction, architecture and engineering. The focus of study enables you to:

Initiate design solutions, develop, test and trial working models and prototypes;

Communicate complex problems and designs to others

Develop and sustain imagination, innovation and flair when working with concepts and materials;

Develop an understanding of contemporary design and technological practices and consider the uses and effects of new technologies and modern materials;

Develop thinking skills, financial capability, enterprise and entrepreneurial skills.

Develop and sustain creativity and innovative practice;

Use information and communications technology (ICT) and information handling skills to enhance their design and technological capability;

Product Design A-level

How is it assessed?

The Exam elements are marked externally by AQA. While the Non-exam assessment which is the coursework unit is marked by your teachers, internally standardised and then externally moderated by AQA.

Non Exam Assessment = 50%

Exam 1 = 30% Technical Principles 150 mins

Exam 2 = 20% Designing and Making Principles 90 mins

What use will Product Design be later?

The A-level Product Design course is a step into the world of designing and all its related activities. There are courses available in universities that include Brunel, Loughborough and Manchester and Birmingham.

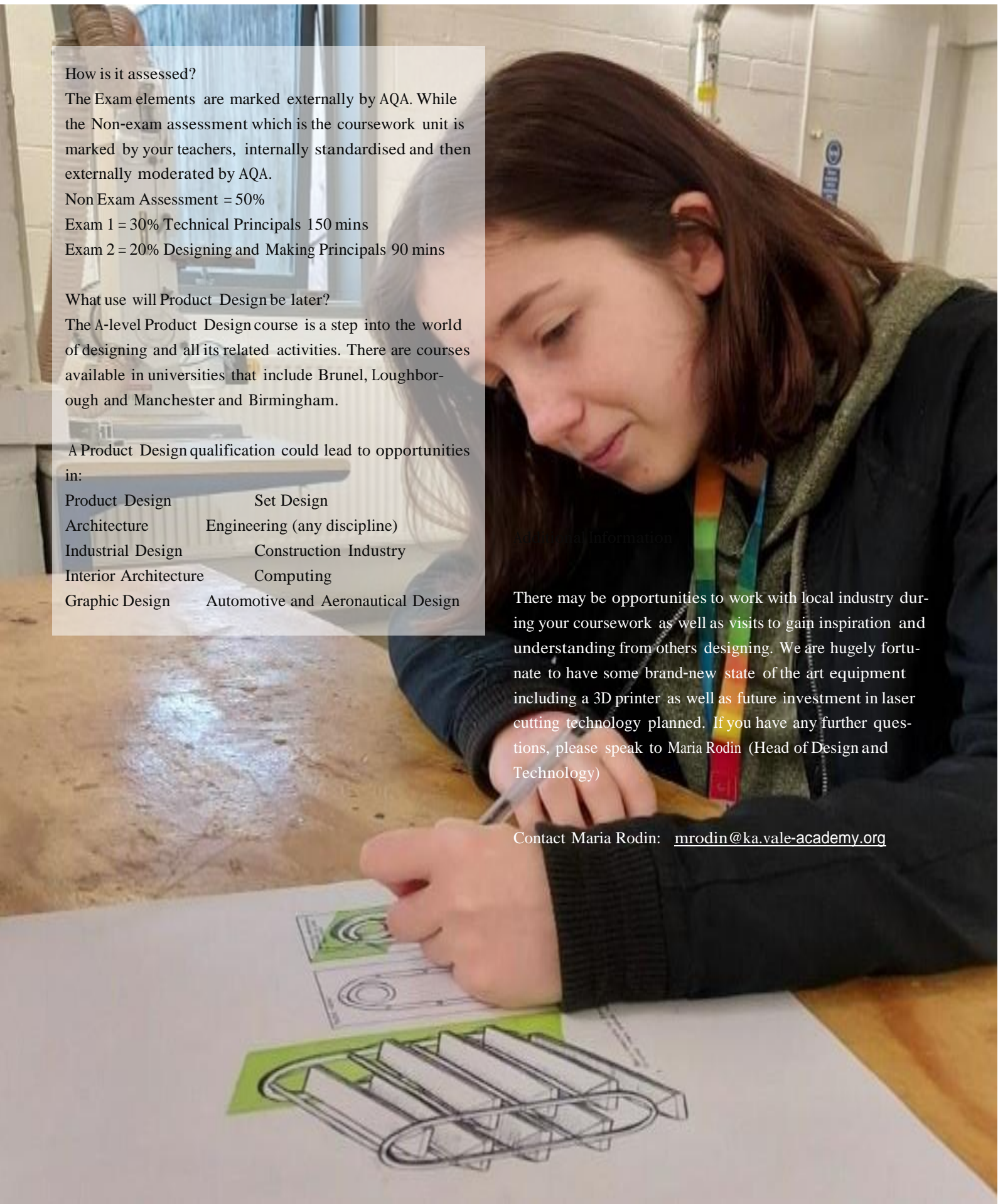
A Product Design qualification could lead to opportunities in:

Product Design	Set Design
Architecture	Engineering (any discipline)
Industrial Design	Construction Industry
Interior Architecture	Computing
Graphic Design	Automotive and Aeronautical Design

Additional Information

There may be opportunities to work with local industry during your coursework as well as visits to gain inspiration and understanding from others designing. We are hugely fortunate to have some brand-new state of the art equipment including a 3D printer as well as future investment in laser cutting technology planned. If you have any further questions, please speak to Maria Rodin (Head of Design and Technology)

Contact Maria Rodin: mrodin@ka.vale-academy.org



English Language A-level

Exam board: AQA (Course code: 7701, 7702)

<https://www.aqa.org.uk/subjects/english/as-and-a-level/english-language-7701-7702>

What will I study?

You will study a very wide range of texts, from the speech of toddlers and young children, to magazine articles and advertisements that are published during the course. For your exams at the end of Y13, you will focus on:

- Language diversity: how different groups in society – from working-class British men to urban immigrant communities – modify their language to communicate their identity.
- Language change: how words completely change their meanings at different points in history; how the 'rules' of what is correct change over time.
- Textual variation: the 'science of language'. How elements like graphology, semantics, lexis, pragmatics and morphology influence how we react to what we hear or what we read.
- Child language development: how a baby gradually learns how to make sounds, and how these correspond to things in the world; the magical journey of learning to speak and understand other people.

Coursework forms 20% of the final mark, and comprises two fascinating areas:

Language investigation – your own coursework about an area of language that interests you: "the language you and your friends use when communicating via text".

Language in action – an original piece of creative writing (such as a story, newspaper or magazine article, or blog entry) with a commentary explaining your language choices.

The course will build on GCSE study of English Language, but you will quickly learn to read texts in ways that are more scientific and more enlightening. As well as analysing the texts and discussing what their producers were trying to achieve, you will also be challenged to think about all the different ways in which language influences us. Who decides what is 'correct' and does this vary in different situations? How do advertisers subtly make us feel inadequate or empowered? And what influences do gender and age have on how we use language?

What use will English Language be later?

English Language A-level is an excellent grounding for degrees in linguistics, media, psychology, or creative writing such as journalism.

The course will build on GCSE study of English Language, but you will quickly learn to read texts in ways that are more scientific and more enlightening. As well as analysing the texts and discussing what their producers were trying to achieve, you will also be challenged to think about all the different ways in which language influences us. Who decides what is 'correct' and does this vary in different situations? How do advertisers subtly make us feel inadequate or empowered? And what influences do gender and age have on how we use language?

What previous experience is necessary?

Students wishing to study this subject will need to achieve Grades 5 – 9 in at least 5 GCSEs including English, Maths and at least one other subject with a significant literacy content (e.g. English Lit., History, Geography, RS, Business, MFL). To gain automatic entry to the course they will need a Grade 6 or above in English Language GCSE (in addition to the requirements above).

What skills will I learn?

You will be taught to read, analyse and make judgements about an incredible range of sources, from notes left on photocopiers to advertisement on your phone; from classic pieces of comedy to historical documents from several hundred years ago. History, politics, psychology and gender influence a writer's work and the way that we read it. Most importantly, you will learn to discuss and evaluate complex ideas in an articulate manner, to organise your ideas into a persuasive argument, and to express yourself in writing using subtle and sophisticated language. These are very valuable, transferable skills that are highly sought-after by both universities and employers.

The textbook that supports this course – AQA English Language AS and A-level by Dan Clayton and Angela Goddard – is £21.50 at time of writing on Amazon. We strongly recommend that students purchase this before the start of the course. Any student who would have financial difficulties in paying for books or trips will be catered for by the department.

Contact Lorna Butler lbutter@ka.vale-academy.org

Exam board: OCR (course code h072, h472)

<https://www.ocr.org.uk/qualifications/as-a-level-gce/english-literature-h072-h472-from-2015/>

What will I study?

Students study a minimum of eight texts, including at least two examples of each of the genres of prose, poetry and drama, to develop their ability to analyse and evaluate literary texts across a variety of genres and periods. We review our set texts regularly and refresh our offering as needed, but the current set texts for Paper 1 are:

- William Shakespeare's *The Tempest*
- John Webster's *The Duchess of Malfi*
- Geoffrey Chaucer's *The Merchant's Tale*

In Paper 2, our chosen topic is the Dystopian genre and our current set texts are:

- George Orwell's *Nineteen Eighty-Four*
- Margaret Atwood's *The Handmaid's Tale*

Each written paper is worth 40% of the course. The final 20% comes from the coursework component. This component encourages individual study, interest and enjoyment of modern literature. Students study three literary texts, which must include one prose text, one poetry text, and one drama text. All texts must have been first published or performed after 1900, and at least one must have been first published or performed after 2000. Texts in translation are not permitted.

There are two tasks:

- Close reading or re-creative writing with commentary – both must be based on one literary text
- Comparative essay – must be based on two literary texts

Coursework texts vary each year to suit the interests of the class, but recent texts studied in this component have included:

- *Purple Hibiscus* by Chimamanda Ngozi Adichie
- *The Crucible* by Arthur Miller
- *The World's Wife* by Carol Ann Duffy
- *Barbershop Chronicles* by Inua Ellams
- *Open Water* by Caleb Azumah Nelson

The course will build on GCSE Literature study, but you will quickly learn to read texts in ways that are more adult and more enlightening. As well as analysing the texts and discussing what their authors were trying to achieve using ever more precise technical language, you will also engage with different interpretations of a text, for example by comparing several different productions of a play. You will develop a more sophisticated conceptual understanding of how genre shapes how we receive a text and explore the effect of context by comparing pairs of texts from different historical periods.

What previous experience is necessary?

Students wishing to study this subject will need to achieve a minimum of 5 GCSEs at Grades 6–9 including English Language, English Literature and Maths. To gain automatic entry onto the course they will need to gain Grade 6 in both English Literature and Language (in addition to the requirements above).

What skills will I learn?

Unlike at GCSE, the lessons themselves will not normally focus on 'getting to know the text'. You will be expected to do this for yourself, by reading and re-reading the texts, listening to audiobooks, watching film versions, using online student guides and so on. Taking responsibility for your own learning is a great preparation for university study in any subject and the 'real world' (whatever that means for you!).



English Literature A-level

You will be taught to read, analyse and make judgements about some of the greatest literature ever written. In addition to building on the skills gained at GCSE, you will also consider new and eye-opening perspectives, such as how history, politics, psychology and gender influence a writer's work and the way that we read it. Most importantly, you will learn to discuss complex ideas in an articulate manner, to organise your ideas into a persuasive argument, and to express yourself in writing using subtle and sophisticated language. These are very valuable, transferable skills that are highly sought-after by both universities and employers.

What use will English Literature be later?

English Literature A-level is a qualification for life. It is very well regarded by Russell Group universities, who consider it to be a 'facilitating subject.' This means that it is part of a small group of 'traditional' subjects which grant students access to the top universities. Whether you wish to study Science or Engineering, Literature or Drama, English Literature will help you to succeed at university and beyond.

Additional Information

As most students write notes in their books, we encourage students to purchase the texts and we provide the details. Recommended editions of the texts for this course will cost a total of about £60 if bought new, or considerably less second-hand. Theatre trips are optional but highly recommended. Recent trips to Oxford have cost as little as £10 whereas trips to London and Stratford are more expensive. Any student who would have financial difficulties in paying for books or trips will be catered for by the department.

Contact Lorna Butler: lbutler@ka.vale-academy.org



Geography A-level

Exam board: AQA (course code 7037)

<https://www.aqa.org.uk/subjects/geography/as-and-a-level/geography-7037>

This is a new, linear A-level which reflects the geography of the world we live in today. Students will extend their learning on some topics they have studied at GCSE and will be stretched to analyse more abstract concepts previously not studied until Higher education. This is an exciting A-level that will challenge perceptions and stimulate students' investigative and analytical skills.

What will I study?

Unit 1 Physical Geography:

Water and Carbon Cycles

Coastal Systems and Landscapes

Hazards

Unit 2 Human Geography:

Global Systems and Governance

Changing Places

Contemporary Urban Environments

Unit 3: Geographical Investigation

Choose Geography if:

You have a lively and enquiring mind, an interest in the environment and current affairs, a willingness to explore new ideas and an ability to communicate your ideas effectively.

The material you have studied at GCSE and the skills you have learned will prove a valuable foundation for further studies at this level.

What use will it be later?

Students with A-level Geography have access to a wide range of possible career and higher education opportunities. You learn and use a variety of transferable skills throughout the course. These include collecting, analysing and interpreting data, communicating your findings in different ways, and identifying and developing the links between different parts of the subject. These skills are in great demand and are recognised by employers and universities and colleges as being of great value.

Geography combines well with almost all other A-level subjects. Taken with sciences like Mathematics, Physics, Chemistry and Biology, Geography supports applications for almost any science-based university course like engineering, psychology, environmental sciences, oceanography and geology; taken with humanities like English, French, History or Economics, Geography supports an equally wide range of university courses such as business, law, media, politics and philosophy.

Some students choose to use their qualification to go straight into employment, rather than go on to higher education. A-level Geographers develop the transferable skills

and the key skills that employers are looking for which can lead to a very wide range of employment opportunities.

What skills will I learn?

This course will enable you to develop some Key Skills, which will be essential to you whatever you go on to do afterwards.

Communication

Application of number

Information technology

Problem solving

Working with others

Improving own learning and performance

Analysis, synthesis and evaluation

How is it assessed?

Two two-hour exam papers make up 40% of the assessment each, one covering physical geography and the other human geography.

A 3000-4000-word coursework investigation based on a piece of field work makes up the rest of the assessment.

Supporting materials

Many students chose to subscribe to the 'Geography Review' at a cost of around £15 per year

The A-level course is supported by the King Alfred's Geography website with many resources uploaded for students to use.

More details contact Mr Kane

Email: tkane@ka.vale-academy.org

Exam board: AQA (course code (7061)

<https://www.aqa.org.uk/subjects/religious-studies/as-and-a-level/religious-studies-7062/specification-at-a-glance>

What will I study?

Component 1 – Philosophy of religion and ethics

Section A Philosophy of religion

Arguments for existence of god, Evil and suffering, Religious Experience, Religious language, miracles and self and life after death.

Section B 2: UK Ethics and Religion

Ethical theories, issues of human life and death, issues of animal life and death, introduction to meta-ethics
Free will and moral responsibility, conscience and Bentham and Kant

Component 2 Study of religion and dialogues

Students will study the following component option:

2B Christianity

.

Why should I study RPE?

Are you fascinated by the world's different religions and how they have come to shape human societies throughout history? Do you want to study the diversity of human beliefs and religions role in helping humans understand different aspects of spirituality and the concepts of life and death?

Studying RPE will expose you to these questions as you develop cognizance of how different societies have embraced different religions in searching for life's most essential and complex questions. You will take advantage of many thought provoking questions, case studies and philosophers to examine how and why religion has played a fundamental role in humanity's collective history.

How is it assessed?

Two written assessments

Component 1 50% of A-Level Section A: Philosophy of religions. Two compulsory two part questions each worth 10 marks and 15 marks. Section B: Ethics and Religion. Same as above

Component 2 – 50% of A-Level. Section A and Section B. Sec A Study of Religion (10 and 15 marks) and Sec B dialogue between philosophy and religions (25 marks). Section C Dialogue between ethical and religion (25 marks)

What skills will I gain from studying RPE?

The course will enable you to learn and develop transferable skills from critical thinking, persuasive argument and analytical writing skills. In depth thinking skills – being able to argue and defend your point of view to analyse the bigger picture, understand different viewpoints and many more

Where does RPE take me?

- Chaplain
- Law and Order
- History and Architecture
- Journalism
- Solicitor and much more.

Contact Gentiana Cole gcole@ka.vale-academy.org

History A-level

Exam board: OCR (Course code: H105 and H505)

<https://www.ocr.org.uk/qualifications/as-a-level-gce/history-a-h105-h505-from-2015/>

What will I study?

British Period Study (Unit group 1): England 1547-1603:
The Late Tudors

Non British period Study (Unit group 2) – Russia 1894-1941

Thematic study and historical interpretations (unit group 3):
Civil Rights in the U.S.A. 1865-1992

Topic Based essay: 3000-4000 word essay

How do I know if it will suit me?

History will suit people who enjoy reading and have an interest in the past. A fascination for people and examining their actions and motives is also important. By studying History, you will learn to apply your knowledge of the past in order to develop a better understanding of the present. You will need to be able to discipline yourself to carry out individual research, sometimes from several different resources, in order to prepare for lessons or essays. This necessarily involves a lot of note-taking. It will provide a challenge to students who like to gather information and use it to support a particular argument or point of view both orally and in writing. History at GCSE level though desirable is not an absolute pre-requisite for studying History at A-level. Students with good GCSE profile will also be considered and have in the past done very well at A-level.

What use will it be later?

History is well regarded by universities and employers alike as it develops many skills and is academically rigorous.

History is particularly valuable to those wishing to pursue a career in Law, Journalism, The Police, The Civil Service, Business, Archaeology and Teaching because of the skills it helps to develop.

What skills will I learn?

A study of History will help to develop the skills shown below:

- Discussion
- Structuring an argument
- Evaluating evidence
- Essay writing
- Note-taking
- Synthesis
- Communication
- Evaluating different Interpretations
- Summarising

How is it Assessed?

Unit 1 (25% of total): Written Exam 1 hour 30 minutes

One Period Study essay

One source question on the Enquiry Topic

Unit 2 (15%): Written Exam 1 hour

One Period Study Essay

Unit 3 (40%): Written Exam 2 hours 30 minutes

Two thematic questions

One interpretations question

Unit 4 (20%): Coursework – a piece of individual research of between 3000 and 4,000 words.



Contact: Fiona Kane fkane@ka.vale-academy.org

MATHEMATICS A LEVEL

Exam board: OCR (Course code: H240)

<https://www.ocr.org.uk/images/308723-specification-accredited-a-level-gce-mathematics-a-h240.pdf>

FURTHER MATHEMATICS A LEVEL

Exam board: OCR (Course code: MEI H645)

<https://www.ocr.org.uk/images/308768-specification-accredited-a-level-gce-further-mathematics-b-mei-h645.pdf>

CORE MATHS

Exam board: AQA (Course code: 1350)

MATHEMATICS A LEVEL

How do I know if it will suit me?

Maths 'A' level is a course for students who particularly enjoy Maths, especially algebraic reasoning and problem solving. It is highly useful (if not required) to go to study a variety of exciting science, engineering, technology and mathematical disciplines. You need to be confident with topics such as trigonometry, coordinate geometry, drawing graphs and solving quadratic and simultaneous equations. If you are unsure whether the subject is right for you, please consult your present maths teacher or Mr. Havemann (Head of Y12/13 Maths) to discuss the subject further.

What will I study?

The course includes both pure and applied mathematics. In pure maths, students investigate further algebra, trigonometry, co-ordinate and vector geometry, numerical methods and calculus. The statistics elements include probability, correlation, probability distributions and descriptive statistics. The mechanics units include forces, projectile motion in one and two dimensions and basic statics and kinematics.

What skills will I learn?

The subject specific skills will include a wide range of algebraic skills, use of logic, mathematical modelling and structuring complicated problems.

Learning Mathematics is not about memorising techniques and formulae, but rather develops symbolic manipulation, abstract logical reasoning, analysis and above all, clarity of thought and expression.

How is it assessed?

There are 3 papers of 2-hour length at the end of Y13 covering the entire course, and we are currently following the OCR exam board.

What use will Maths be later?

Maths is used widely in different fields of work and in studying other subjects to a high level. The particular topics studied are most useful for further study and work in STEM fields, economics and medicine. But even if you do not directly use the same techniques ever again you learn something in the process of studying them, which may be helpful in solving problems in other fields.

As a paper qualification Maths 'A' level is at least as valuable as any other subject. It carries particular weight for entry to higher education, sometimes counting as much as the subject you propose to study.

FURTHER MATHEMATICS A LEVEL

It is possible to get a second 'A' level in Maths (sometimes as a 4th subject), studying the subject more widely and in greater depth. This is of great value for those who want to study Maths or a Maths-related subject to degree level such as engineering or computer science. Moreover, it is well worth doing in its own right for able mathematicians, as one of our most enjoyable courses.

The combination of content can be varied according to the needs of the group of students, but typically includes advanced work in complex number, hyperbolic functions, coordinate geometry, linear algebra (vectors and matrices), advanced calculus as well as applied topics from decision maths, statistics and/or mechanics, as applicable.

It is possible to take only the AS half of Further maths, and gain some of the mathematical boost without committing to a full 4 A-levels. Of those who continue, roughly half tend to achieve Double A*'s (in both Maths and Further Maths).

[For questions, please contact Frank Havemann (Head of Y12/Y13 Maths) at fhavemann@ka.vale-academy.org]

CORE MATHS (an 'Extra' available alongside three A-levels or equivalent)

How do I know if it will suit me? Core Maths is a relatively new course equivalent to half an A-level. It is designed for students with at least a grade 5 at GCSE who are studying, or planning to study, subjects with a significant requirement for mathematical skills, for example business, economics, geography, sciences, psychology and sociology.

What will I study and what skills will I learn? The course is focused on practical applications of mathematics, particularly relating to money and finance and to statistics. It also involves problem-solving in real-world contexts.

How is it assessed? Two papers at the end of Year 13.

French Exam board: Edexcel (Course code: A29FR0)

<https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/french-2016.html>

Spanish Exam board: Edexcel (Course code: A29SP0)

<https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/spanish-2016.html>

What will I study?

You will learn to communicate at a higher level in the language(s) that you have chosen. You will also learn much more about a wide range of aspects of the society or societies in which the language is spoken.

There are 4 General Topic Areas: 2 in Year 12 and 2 in Year 13.

Year 12 students will explore the following General Topic Areas:

French:

1. Social issues and trends: Evolving society (changing family structures, education and the world of work)
2. Political and artistic culture in francophone countries (music, media, festivals and traditions)

Film studied: Intouchables

Spanish:

1. Evolving society in Spain (changing family structures, the world of work and the impact of tourism on Spain)
2. Political and artistic culture in the Spanish-speaking countries (music, media, festivals and traditions)

Film studied: el laberinto del Fauno

Year 13 students will explore the same General Topic Areas, plus the following:

French:

3. Immigration and the French multicultural society (integration and multiculturalism, rise of the far right)
4. Political and/or intellectual and/or artistic culture: French (the Occupation and Resistance)

Novel studied : un sac de billes, Joseph Joffo

Spanish:

3. Political and/or intellectual and/or artistic culture: Spanish (the Franco dictatorship and transition to democracy)

4. Immigration and the Spanish multicultural society (historical and contemporary immigration, integration and multiculturalism)

Novel studied: Réquiem por un campesino español, Ramón J. Sender

You will be able to read, understand and extract information from authentic sources such as websites, magazines, newspapers, reports and books. You will be able to listen to and understand contemporary spoken language. (Radio, films, TV programmes)

You will learn how to take part in conversations and discussions in the target language. Indeed, throughout the course, you will learn all the appropriate grammar, words and phrases which help you to:

- present information in the target language
- organise your arguments
- provide opinions
- analyse your ideas

Students are strongly encouraged to visit the country whose language they are studying.

What skills will I learn?

- Communication
- Working with others
- Improving independent learning and research skills

Modern Foreign Languages: French and Spanish A-levels

Subject-specific skills:

- linguistic skills, through the encouragement to use the foreign language as frequently as possible
- practical skills which will enable students to understand and communicate in the written and spoken language, for a variety of purposes in the worlds of work and leisure
- research skills, whereby students pursue selected areas of interest in greater depth as part of the course and develop a personal, independent response to this aspect of the work
- study skills, so that students are equipped to pursue their learning of the language further and/or to undertake the acquisition of other foreign languages
- social skills, through the awareness of the background of the countries in which the language is spoken

How will I use a Foreign Language later?

Whether you want to use the language for work, for further study, training, or for leisure, this course will equip you with the necessary skills and knowledge.

A language combines well with many other A-levels, including scientific and mathematical subjects, as an attraction to employers and Universities. Language skills are a valuable asset in many careers and one or more foreign languages are a major asset to anyone's CV, especially if that person's intended career involves any contact with foreign countries, or with visitors to Britain.

Studying languages is intrinsically worthwhile, for the pleasure of being able to communicate with people of a different cultural background and to understand their society and way of life.

Choose to study a language if:

You have some knowledge and understanding of the culture and way of life in French and Spanish speaking countries. You need to be interested in developing this understanding and in exploring in greater depth the topic areas covered by GCSE.

If you are interested in languages and communication, or in the business world, or in travel and tourism, or in literature, or in journalism and the media, or in other

cultures and ways of life, then the course could be suitable for you. There are a number of opportunities in the course for you to choose a topic to suit your interests.

How is the course assessed?

In Year 13:

Paper 1: 40% of A-level

listening, reading, translation in English

Paper 2: Written Response in TL 30%

Translation into Target language

2 writing either on 1 literary text AND a film OR on 2 literary texts

Paper 3: Understanding and Spoken Response in TL 30%

Students are invited to discuss on a theme on a stimulus followed by a presentation and discussion on independent research. The student will be expected to interact effectively, summarise and analyse findings, manipulate language and show knowledge and understanding about the culture and society where the language is spoken.

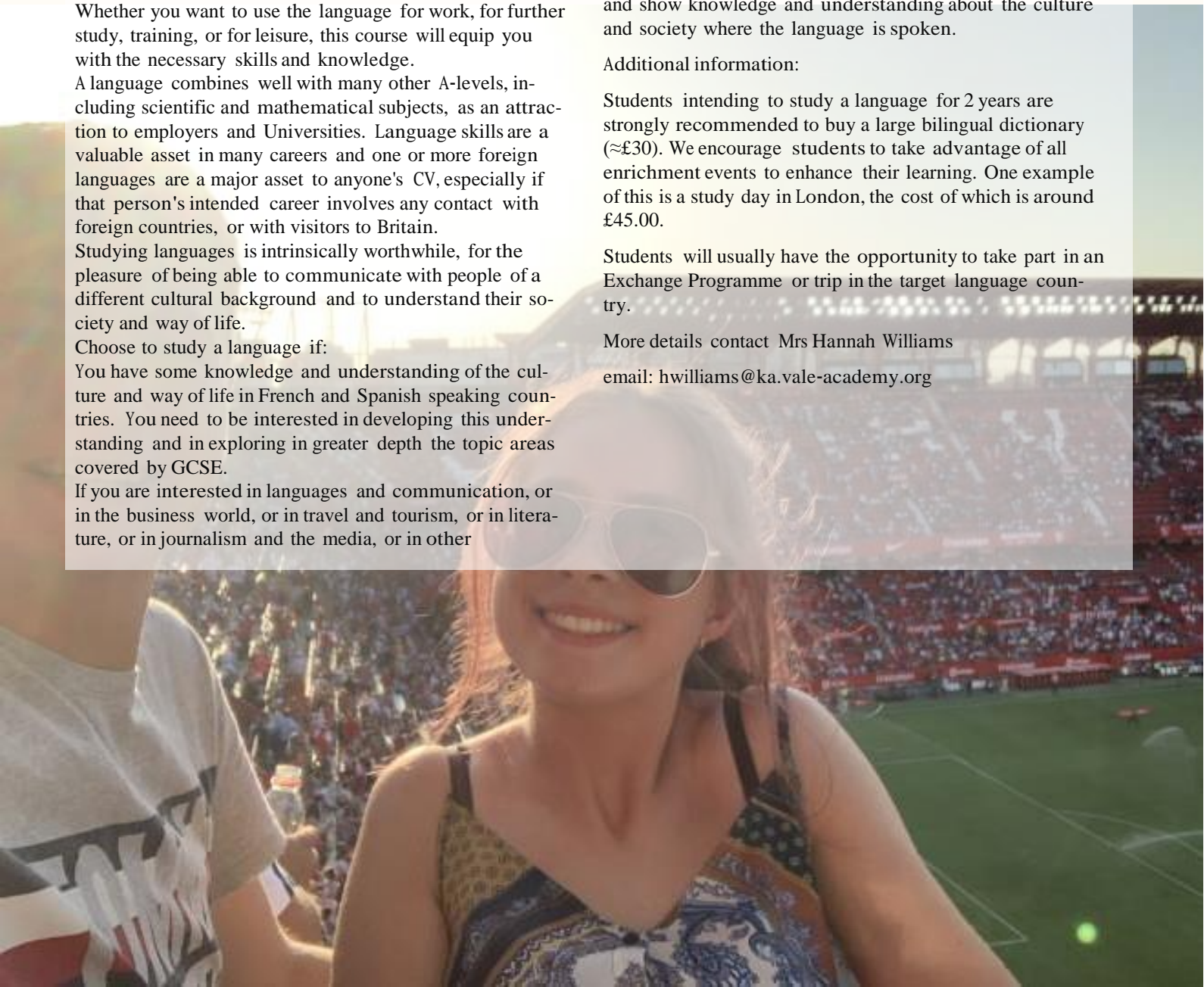
Additional information:

Students intending to study a language for 2 years are strongly recommended to buy a large bilingual dictionary (≈£30). We encourage students to take advantage of all enrichment events to enhance their learning. One example of this is a study day in London, the cost of which is around £45.00.

Students will usually have the opportunity to take part in an Exchange Programme or trip in the target language country.

More details contact Mrs Hannah Williams

email: hwilliams@ka.vale-academy.org



Health and Social Care

BTEC Level 3 Diploma and Extended Certificate

BTEC National Extended Certificate in Health and Social Care (equivalent to one A-level) Exam

board: Edexcel/Pearson (Course code: UNK37A)

<https://qualifications.pearson.com/en/qualifications/btec-nationals/health-and-social-care-2016>

BTEC National Diploma in Health and Social Care (equivalent to two A-levels)

Exam Board: Edexcel/Pearson (Course code: UNK 39A)

<https://qualifications.pearson.com/en/qualifications/btec-nationals/health-and-social-care-2016>

What will I study?

This is a 2-year qualification, suitable for 16 – 19-year olds who may be looking to enter this area of work.

This qualification aims to introduce study in this field, and is aimed at the student interested in learning about the health and social care sector as part of a balanced study programme.

BTEC NATIONAL EXTENDED CERTIFICATE

The course is made up of 4 Units which includes, 3 mandatory Units plus 1 optional Unit, and is equivalent in size to 1 A Level.

This course is designed to be studied alongside other level 3 qualifications e.g. other BTEC's or Subsidiary Diplomas, e.g. in Business, Dance or Catering.

Students taking this qualification will study:

Three mandatory units, covering the following content areas:

Unit 1: Human lifespan Development

Unit 2: Working in Health and Social Care

Unit 5: Meeting Individual Care and Support Needs.

Plus 1 other Optional Unit from:

Unit 12: Supporting Individuals with Additional needs

How is this work Assessed?

Unit 1 and 2 – Are written exams – set and marked externally

The other 2 Units are Assignment based – marked internally by the college.

These assignments can be in the form of written assignments, reports, case studies, presentations, practical or performance observations.

BTEC NATIONAL DIPLOMA

The course is made up of 8 Units, which includes 6 mandatory units and 2 optional units, and is equivalent in size to 2 A level.

This course is designed to be studied alongside other level 3 qualifications e.g. other A level subjects or BTEC Nationals, e.g. in Business, Science or Sport.

Students taking this qualification will study:

6 mandatory units, covering the following content areas:

Unit 1: Human Lifespan Development

Unit 2: Working in Health and social care

Unit 4: Enquiries into Current Research In H&SC

Unit 5: Meeting Individual Care and Support Needs

Unit 7: Principles of Safe Practice in H&SC

Unit 8: Promoting Public Health

Plus 2 other Optional Units from:

Unit 12: Supporting Individuals with Additional need

How is this work Assessed?

Unit 1 and Unit 2 – Are written exams – set and marked externally

Unit 4 – tasks are set and marked externally

The other 5 Units are Assignment based – marked internally by the college.

These assignments can be in the form of written assignments, reports, case studies, presentations, practical or performance observations.

Choose Health and Social Care if:

You have a desire to eventually enter employment in a related Health and Social Care field

What skills will I learn?

Basic skills relevant to those wishing to move into the NHS, Care Sector, Social Services, Emergency Services or therapies. Communication and presentation techniques, working as part of a team, ICT, caring techniques, improving health and well-being and methods of early detection.

How does this course fit with my other option choices?

This is a course offered by the Physical Education department. It is intended that it will offer greater flexibility

to students wishing to pursue a more vocational route in further education. Primarily it is intended to appeal to the following groups of students:

Students wishing to complete a BTEC L3 National Extended Certificate in HSC (1 A level) and select 2 or 3 further A levels/BTECs in other subjects

The Physical Education department aim to provide students with a high quality vocational experience. The introduction of the BTEC L3 National Extended Certificate in H&SC, has allowed students greater flexibility in their option choices.

If you need further information or clarification, please speak to a member of staff from the H&SC/PE department.

What use will it be later?

This qualification provides students with the basic skills, knowledge and understanding of the Health and Social Care sector and develops career opportunities as well as enabling students to enter Further or Higher Education courses. The majority of students progress onto university though some will wish to follow a particular career route directly from King Alfred's Academy.

This course is particularly suited to those wishing to become paramedics, join the police or fire service, social workers, nurses, teachers, physiotherapists, occupational therapists, pharmacists, psychologists, dieticians, midwives etc.

Additional information:

Students will be provided with the basic text that complements the course by the department.

Occasional trips to local hospitals or health centres – contributions needed towards petrol for college mini bus. Students will be expected to set up their own visits to local placements for occasional observations, teaching staff can offer suggestions for suitable placements and support where needed.

Contact Emma Frost: efrost@ka.vale-academy.org

Physical Education A-level

Exam board: OCR (Course code: H155, H555)

<https://www.ocr.org.uk/qualifications/as-a-level-gce/physical-education-h155-h555-from-2016>

How do I know if it will suit me?

You should study Physical Education at 'A' level if you have a real interest in the participation and study of movement, performance and behaviour in relation to play, institution-alised Physical Education, sport and recreation.

Academic study within Physical Education can provide greater knowledge, insight and understanding of sporting performance.

It will be of particular use for those students who wish to continue with Physical Education or Sport Science into Higher Education.

Important information

- You are required to play your sport regularly and log your performance to a minimum of club level.
- It is suggested that you coach your sport regularly.

What will I study?

Paper 1: Factors affecting participating in physical activity and sport.

- Applied Physiology and Anatomy and Physiology
- Exercise physiology
- Biomechanics

Paper 2: Psychological factors affecting performance

- Skill acquisition
- Sport Psychology

Paper 3: - Socio-cultural issues in physical activity and sport

- Sport and society
- Contemporary issues in physical activity and sport

Practical

- Assessed as a performer or as a coach in one activity.
- Verbal analysis of performance.

What use will Physical Education be later?

Physical Education is very much an accepted 'A' level for entry into Higher Education. A growing number of higher education institutes offer degrees in Sport Studies, Sport Science, Sport Coaching, Leisure and Recreation, and teaching. The subject combines well with other 'A' levels to form a sound basis for any sport or leisure related course. For specific courses it is always wise to check subject combination requirements before choosing any 'A' levels.

How is it assessed?

The A-level examination consist of:

Paper 1: - 2hr written paper: 30% of the total marks.

Paper 2: - 1hr written paper: 20% of total marks.

Paper 3: - 1hr written paper: 20% of total marks.

Practical assessment & written/verbal analysis of performance: - coach/performer in one sport:

In total 70% of your grade is examination based and 30% of your grade is your practical / coaching in 1 sport.

Key skills

There will be opportunities to demonstrate the key skills of communication, working with others, improving own learning and performance and problem solving.

PRACTICAL ACTIVITY PROFILES

For the practical element of A-level students can chose to coach or take on the role of a performer in any of the following activities:

Association Football, Basketball, Field Hockey, Gaelic Football, Hurling, Netball, Ruby League, Rugby Union, Handball, Lacrosse, Badminton, Squash, Tennis, Volleyball, Table Tennis, cricket, Golf, Gymnastics, Trampolining, Canoeing, Skiing, Horse Riding, Kayaking, Rowing, Rock Climbing, Competitive Swimming, Diving, Dance, Athletics & Track Cycling. Other activities will not be considered by the exam board.

Contact Emma Frost : efrost@ka.vale-academy.org

Level 3 BTEC Extended Certificate, Diploma and Extended Diploma

BTEC NATIONAL EXTENDED CERTIFICATE IN SPORT

Exam board: Edexcel (Course code: VDV02A)

BTEC NATIONAL DIPLOMA IN SPORT

Exam board: Edexcel (Course code: XKR05A)

BTEC NATIONAL EXTENDED DIPLOMA

Exam board: Edexcel (Course code: XRR06A)

<https://qualifications.pearson.com/en/qualifications/btec-nationals/sport-2016>

These are 2-year qualifications, suitable for 16 – 19-year olds who may be looking to enter this area of work e.g. coaching, training, teaching, professional sports performer.

BTEC National Extended Certificate

What will I study?

The course is made up of 4 units and is equivalent to 1 A Level. This course is designed to be studied alongside other level 3 qualifications e.g. A Level or other BTEC National courses, e.g. in Business, Dance, Science or Health & Social Care.

Anatomy and Physiology

Fitness Training and Programming for Health, Sport and Well-Being

Professional Development in the Sports Industry

Application of fitness tests and training

How is it Assessed?

The Anatomy and Physiology unit will be a written exam assessed and marked by the exam board.

Fitness Training and Programming for Health, Sport and Well-Being will be a task set and marked externally by the exam board.

The other units will be assessed by assignments. These can be in the form of case studies, projects, presentations, practical or performance observations.

In total 2 units are assessed in examinations (67%) and 2 are internally assessed in a coursework style assessment (33%).

How does this course fit with my other option choices?

This course is offered by the Physical Education department. It is intended that it will offer greater flexibility to students wishing to pursue a more vocational route in further education. This qualification could be selected alongside other courses such as other BTEC courses or 2-3 A-level subjects.

The Physical Education and Business Studies Departments work closely together in order to provide students with a high-quality vocational experience. The BTEC Extended Certificate in Sport allows students greater flexibility in their option choices.

If you need further information or clarification, please speak to a member of staff from the PE or Business Department.



Level 3 BTEC Extended Certificate, Diploma and Extended Diploma

BTEC National Diploma in Sport

What will I study?

The course is made up of 9 units and is equivalent to 2 A Levels. This course is designed to be studied alongside other level 3 qualifications e.g A level or other BTEC Nationals, e.g. in Business, Dance, Science, or Health & Social Care. Mandatory Units:

Anatomy and Physiology

Fitness Training and Programming for Health, Sport and Well-being

Professional Development in the Sports Industry

Application of Fitness Testing and Training

Sports Leadership

Performance Analysis

Investigating Business in Sport and the Active leisure Industry

Skill Acquisition

Rules, Regulations and Officiating in Sport

How is it Assessed?

The Physiology and Anatomy unit will be a written exam assessed and marked by the exam board.

Fitness Training and Programming for Health, Sport and Well-being and Investing Business in sport and the active leisure industry will be a task set and marked externally by the exam board.

The other units will be assessed by assignments. These can be in the form of case studies, projects, presentations, practical or performance observations.

In total 3 units are assessed in examinations (45%) and 6 are internally assessed in a coursework style assessment (65%).

What use will it be later?

It provides a qualification which is widely respected by employers.

This qualification is equivalent to 3 A levels and generates UCAS points enabling students to progress to University.

Students can progress onto the BTEC Higher National in Sport and Leisure Management, or a degree in Sport Studies, Teacher Training courses or other sports and leisure related courses.

Additional Information

Revision guides and workbooks will be available for the externally examined parts of the course.

BTEC National Extended Diploma

What will I study?

The course is made up of 14 units and is equivalent to 3 A Levels.

Anatomy and Physiology

Fitness Training and Programming for Health, Sport and Well-being

Development and Provision for Sport

Professional Development in the Sports Industry

Research Methods in Sport

Application of Fitness Testing and Training

Introduction to Management

Sports Leadership

Rules, Regulations and Officiating in Sport

Practical Sports Performance

Sports Injury Management

Skill Acquisition

Investigating Business in Sport and the Active Leisure Industry

How is it Assessed?

The Physiology and Anatomy unit will be a written exam assessed and marked by the exam board.

Sports Leadership and Fitness Training and Programming for Health, Sport and Well-being, Development and Provision of Sport and Physical Activity and Investigating Business in Sport and Active Leisure Industry will be a task set and marked externally by the exam board.

In total 4 units are assessed in examinations (42%) and 10 are internally assessed in a coursework style assessment (58%).

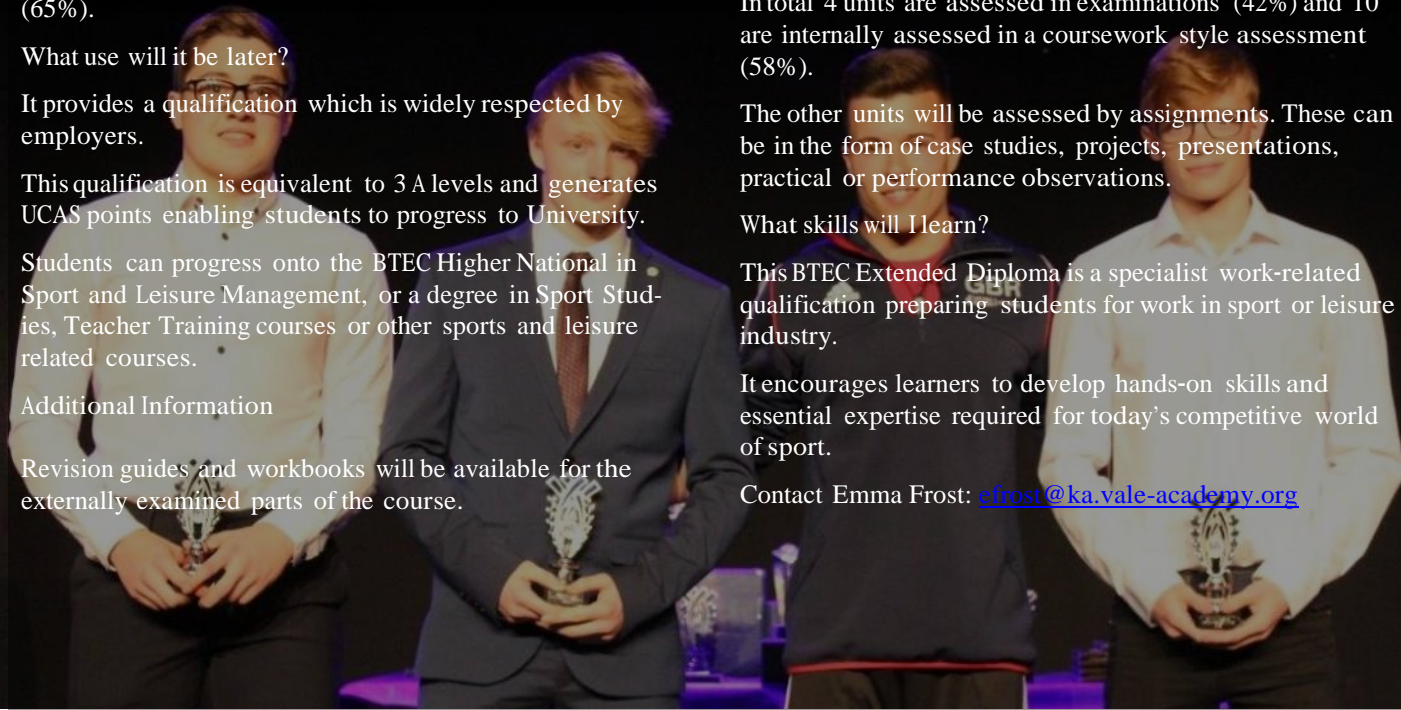
The other units will be assessed by assignments. These can be in the form of case studies, projects, presentations, practical or performance observations.

What skills will I learn?

This BTEC Extended Diploma is a specialist work-related qualification preparing students for work in sport or leisure industry.

It encourages learners to develop hands-on skills and essential expertise required for today's competitive world of sport.

Contact Emma Frost: efrost@ka.vale-academy.org



Dance (Performing Arts) Level 3 BTEC

Exam board: Edexcel/Pearson (Course code: 601/7233/2)

<https://qualifications.pearson.com/en/qualifications/btec-nationals/performing-arts-2016.html#tab-ExtendedCertificate>

The BTEC Level 3 Extended Certificate in Performing Arts (Dance) will give students the opportunity to take part in a variety of styles, performances and showcases.

The Course

The course will run for 2 years and is the equivalent of one A level.

Assessment

The whole course is based on externally marked exams, internally assessed work, practical observations, written coursework and project-based work.

What will I study?

The course is made up of 4 units:

Unit 1: Investigating Practitioners' Work

hours.

For the assessment, learners will be provided with two named practitioners and a theme. Learners will be given two practitioners to study. They will investigate and critically analyse the contextual influences on their selected practitioners and performance work with a focus on how these relate to the theme identified in the set task.

Unit 2: Developing Skills and Techniques for Live Performance.

Predominantly Practical Unit. Set and marked internally.

Learners explore technical performance skills with a focus on developing and demonstrating skills and techniques in at least two performance styles within a selected discipline. Assessed performance usually takes place during the Summer Dance Show.

Unit 3: Group Performance Workshop

Predominantly Practical Unit. Externally assessed exam. 5 hours.

Learners explore and integrate creative, physical and performance skills and techniques, working collaboratively to create a performance in response to a given stimulus.

Unit 22: Movement in Performance

Predominantly Practical Unit. Set and marked internally. Students will explore the components of Dance: Actions, Space, Dynamics & Relationships and will create and develop a performance piece using these as their stimulus.



Dance (Performing Arts) Level 3 BTEC

Previous knowledge

It is essential that you have studied dance previously in some way either for BTEC Level 2, GCSE, external clubs and classes such as Contemporary, Ballet, Street Dance etc. or through King Alfred's elective programme. The course is physically demanding so you should be prepared to attend practical classes and have the confidence to perform in front of others. You will be required to perform in the Dance Productions in front of parents, teachers, governors and other students. You should also be prepared to lead small groups of younger students.

What use will it be later?

Dance is an accepted 'A level equivalent' for entry into higher education.

A growing number of higher education institutes offer degrees in Dance and Drama, Performing Arts, Theatre Studies and Youth Sport and Dance Coaching.

Dance develops expressive communication, analytical, and appreciation skills, all of which are valuable attributes for any interview.

As well as a sound understanding of health, fitness, poise, posture and confidence which are fundamental skills for any young person leaving education.

Key skills

The course allows for opportunity to develop communication skills, IT skills, problem solving, working with others, improving own learning and performance.

Contact Jess Honess:

jhoness@ka.vale-academy.org



Level 3 BTEC Extended Certificate, Diploma and Extended Diploma

BTEC National Extended Certificate in Applied Science Exam board: Edexcel/Pearson (Course

code: 360 GLH) <https://qualifications.pearson.com/en/qualifications/btec-nationals/applied-science-2016.html> BTEC National Diploma in Applied Science

Exam board: Edexcel/Pearson (Course code: 720 GLH)

<https://qualifications.pearson.com/en/qualifications/btec-nationals/applied-science-2016.html>

What will I study?

This is a 2-year qualification, suitable for 16 – 19-year olds who may be looking to enter this area of work.

This qualification aims to introduce study in this field, and is aimed at the student interested in learning about the Science sector as part of a balanced study programme.

BTEC NATIONAL EXTENDED CERTIFICATE

The course is made up of 4 Units, which includes 3 mandatory units and 1 optional unit, and is equivalent in size to 1 A level.

This course is designed to be studied alongside other level 3 qualifications e.g. other A level subjects or BTEC Nationals, e.g. in Business or Sport.

Students taking this qualification will study:

4 units, covering the following content areas:

Unit 1: Principles and Applications of Science I

Unit 2: Practical Scientific Procedures and Techniques

Unit 3: Science Investigation Skills

Unit 8: Physiology of Human Body Systems

How is this work Assessed?

Unit 1: Principles and Applications of Science I, students are required to sit a 90-minute written exam which is worth 90 marks. The exam is split into three equal sections (Biology, Chemistry and Physics). The exam will include a range of question types including multiple choice, calculation, short answer and open response.

Unit 3 Science Investigation Skills, students are given data to work from to complete a scientific investigation.

The other 2 Units are Assignment based – marked internally by the college. These assignments can be in the form of written reports, case studies, presentations, practical or performance observations.

BTEC NATIONAL DIPLOMA

The course is made up of 8 Units, which includes 6 mandatory units and 2 optional units, and is equivalent in size to 2 A levels.

This course is designed to be studied alongside other level 3 qualifications e.g. other A level subjects or National Diplomas, e.g. in Business or Sport.

Students taking this qualification will study:

8 units, covering the following content areas:

Unit 1: Principles and Applications of Science I

Unit 2: Practical Scientific Procedures and Techniques

Unit 3: Science Investigation Skills

Unit 4: Laboratory Techniques and their Application

Unit 5: Principles and Applications of Science II

Unit 6: Investigative Project

Unit 8: Physiology of Human Body Systems

Unit 12: Diseases and Infections

How is this work Assessed?

Unit 1: Principles and Applications of Science I, students are required to sit a 90-minute written exam which is worth 90 marks. The exam is split into three equal sections (Biology, Chemistry and Physics). The exam will include a range of question types including multiple choice, calculation, short answer and open response.

Unit 5: Principles and Applications of Science II, students are tested in a three part exam, each worth 40 marks, the exam will build on Biology, Chemistry and Physics theories studies in unit 1. The exam will contain a range of

question types including multiple choice, calculation, short answer and open response.

Unit 3 Science Investigation Skills, students are set a two-part task, where they have to complete an experiment under timed conditions, and then complete a written task based on their findings. The task aims to test the student's ability to plan, record, process, analyse and evaluate scientific findings.

The other 5 Units are Assignment based – marked internally by the college.

These assignments can be in the form of written reports, case studies, presentations, practical or performance observations.

BTEC NATIONAL EXTENDED DIPLOMA

The course is made up of 13 Units, which includes 7 mandatory units and 6 optional units, and is equivalent in size to 3 A level.

This course is designed to be studied as a full-time programme of study in its own right.

Students taking this qualification will study units similar to the ones listed below:

Unit 1: Principles and Applications of Science I

Unit 2: Practical Scientific Procedures and Techniques

Unit 3: Science Investigation Skills

Unit 4: Laboratory Techniques and their Application

Unit 5: Principles and Applications of Science II

Unit 6: Investigative Project

Unit 7: Contemporary Issues in Science

Unit 8: Physiology of Human Body System

Unit 9: Physiology of Human Body System

Unit 10: Physiology of Human Body System

Unit 18: Industrial Chemical Reactions

Unit 22: Materials Science

What previous experience is necessary?

Students joining this course should have a desire to eventually enter employment in a related Applied Science sector.

What skills will I learn?

Basic skills relevant to those wishing to move into the Scientific sector. Communication and presentation techniques, working as a team, ICT, reading scientific and technical texts, effective writing, analytical skills, practical skills, preparation for assessment methods used in degrees.

How does this course fit with my other option choices?

This is a course offered by the Science department. It is intended that it will offer greater flexibility to students wishing to pursue a more vocational route in further education. Primarily it is intended to appeal to the following groups of students:

Students wishing to complete a BTEC L3 Extended Certificate in Applied Science (1 A level) will need to select further A levels/BTECs in other subjects or choose to do more work experiences.

The Science department aim to provide students with a high-quality vocational experience, including the development of the practical skills necessary to work in the Science industry.

If you need further information or clarification, please speak to a member of staff from the Science department

Biology A-level

<https://www.aqa.org.uk/subjects/science/as-and-a-level/biology-7401-7402>

What will I Study?

Our department offers the linear AQA A-level course lasting two years. The specification is broad in its coverage of the subject, contemporary with recent research and very interesting. Here students will have the opportunity to participate in practical laboratory investigations and ecological fieldwork. We also offer the opportunity to take part in the Biology Olympiad. The core subject content is as follows:

Year 1:

Biological molecules

Cells

Organisms exchange substances with their environment

Genetic information, variation and relationships between organisms

Year 2:

Energy transfers in and between organisms

Organisms respond to changes in their internal and external environment

Genetics, populations, evolution and ecosystems

The control of gene expression

To ensure successful biology learning we strongly encourage independent work outside of lessons.

Students will be given regular homework in the form of:

research projects to enhance the curriculum and give context

exam questions to apply classroom learning

revision to ensure that knowledge is regularly revisited

On top of homework issued by the teacher, students should be using study periods for pre-reading, making notes from the textbook and watching relevant videos to further support understanding.

How is it assessed?

Practical assessment Information

In order to fulfil the requirements of the AQA examination, students must carry out specific practical activities throughout the course.

All students will be required to keep a detailed lab folder of all practical techniques carried out during the required practical investigations. These investigations are assessed against the examination board criteria (CPAC objectives).

Practical skills are also assessed within the written exam papers and account for a minimum of 15% of the marks for the A-level qualification

Mathematical Requirements

10% of the marks in each biology exam will require the use of mathematical skills. These skills will be applied in the context of biology and will be at least the standard of higher tier GCSE mathematics.

Maths skills required include arithmetic, graphs, data handling, algebra and some basic geometry.

The course is assessed by three two-hour exam papers featuring a mixture of short and longer answer questions, including a 25 mark essay on Paper 3.

How will I know if Biology is for me?

A-level biology is a very popular choice at King Alfred's and is enjoyed by students who are taking biology as their only A-level science, as well as those looking to study science after school.

Biological science is the foundation of many rapidly expanding fields including biotechnology, medicine, genetic engineering, conservation and plant science. In studying biology, you will gain a fundamental understanding of how cells function at the molecular level, as well as the mechanisms of evolution and ecology. Biological principles are illustrated throughout the course by providing examples from a range of organisms e.g. gas exchange in single-celled organisms, humans, insects, fish and plants.

Teaching includes discussions, practical laboratory work, field trips, talks by visiting scientists, and opportunities for independent research into topics of personal interest.

What use will it be later?

Biology A-level opens up the opportunity to work and study in a variety of fields. The subject is well respected by universities and employers alike. A good grade in biology indicates sound problem-solving skills and a strong work ethic.

It can take you from wearing wellies while counting butterflies in a field, to wearing a white coat working on the cure for cancer in a lab. Whether your interest lies in marine biology, zoology, agriculture, conservation or medicine, biology serves to widen your options when it comes to choosing university courses. It is a challenging subject which develops critical thinking, math skills and research skills. These can be effectively transferred to other fields such as journalism, teaching or research in a non-science field.

Contact: Mrs Emma Brocklehurst

ebrocklehurst@ka.vale-academy.org

Exam board: Edexcel (Course code: 9CH01)

<https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/chemistry-2015.html>

What will I study?

During the course you will:

discover that learning chemistry is an enjoyable and rewarding activity

carry out many experiments and interpret their results

use and develop powers of critical and imaginative thinking about chemical problems

discover that chemistry makes sense because there are unifying ideas linking together a wide range of facts. These include the Periodic Table, the concept of amount of substance, ideas of structure and bonding, equilibrium and rates of reactions. Most of these ideas are introduced early in the course and then revisited and further developed in later topics.

The new course explores some contemporary aspects of chemistry including: climate change; pharmaceuticals; chemistry research.

Year 1

The level of the first year of the 2-year Chemistry GCE lies between GCSE and GCE. There will be a selection of suggested experiments to meet practical skills. These will meet the Core Practical skill requirements.

Topic that will be covered in the first year are:

Topic 1: Atomic Structure and the Periodic Table

Topic 2: Bonding and Structure

Topic 3: Redox I

Topic 4: Inorganic Chemistry and the Periodic Table

Topic 5: Formulae, Equations and Amounts of Substance

Topic 6: Organic Chemistry I

Topic 7: Modern Analytical Techniques I

Topic 8: Energetics I

Topic 9: Kinetics I

Topic 10: Equilibrium I

Year 2

There will be a selection of suggested experiments to meet practical skills. These will meet the Core Practical skill requirements.

Topic that will be covered in the second year are:

Topic 11: Equilibrium II

Topic 12: Acid-base Equilibria

Topic 13: Energetics II

Topic 14: Redox II

Topic 15: Transition Metals

Topic 16: Kinetics II

Topic 17: Organic Chemistry II

Topic 18: Organic Chemistry III

Topic 19: Modern Analytical Techniques II

What skills will I learn?

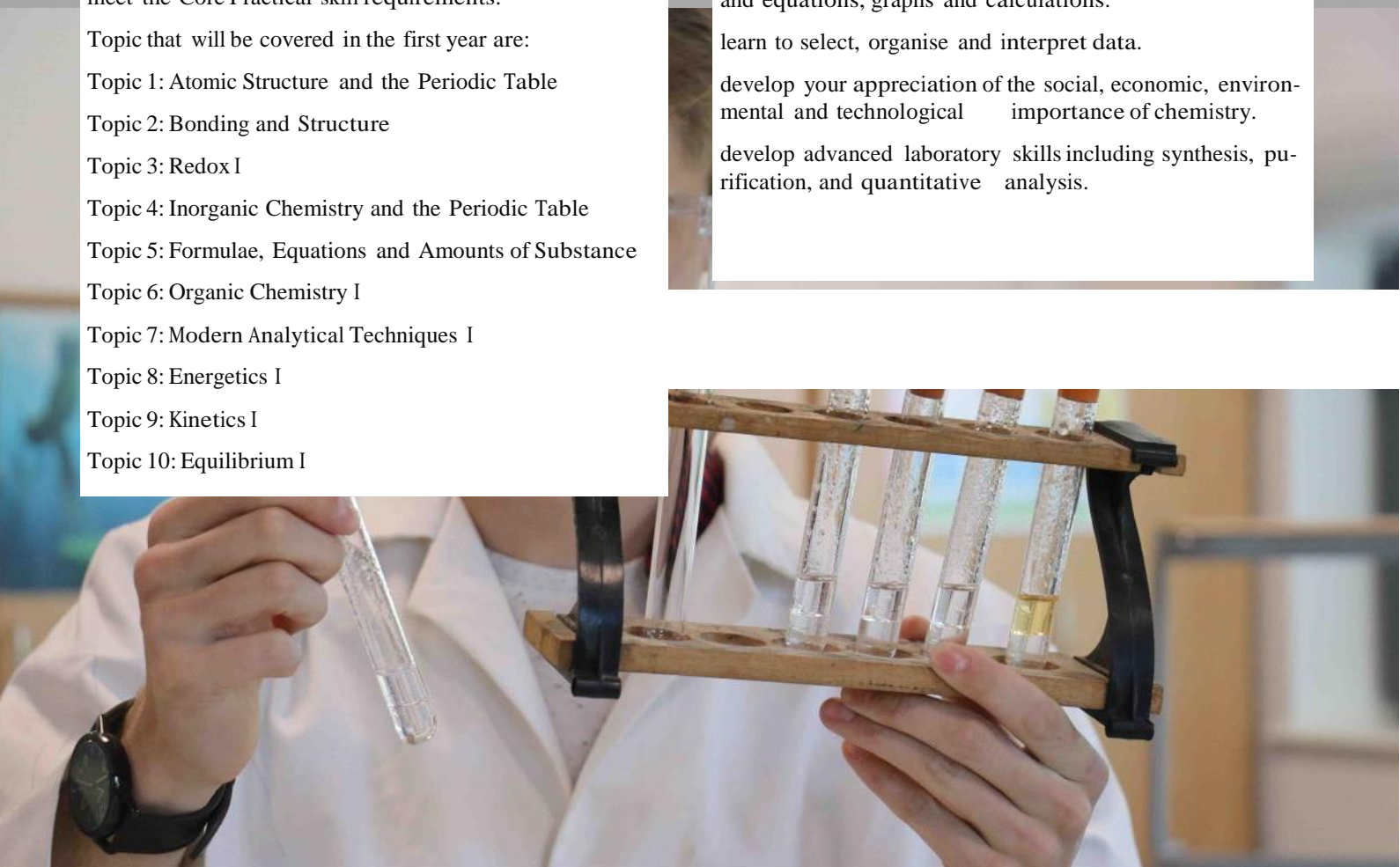
During the course you will:

develop your ability to communicate in a variety of ways: discussion, writing, summarising, using chemical formulae and equations, graphs and calculations.

learn to select, organise and interpret data.

develop your appreciation of the social, economic, environmental and technological importance of chemistry.

develop advanced laboratory skills including synthesis, purification, and quantitative analysis.



Key Skills

Communication

Taking part in discussions

Make a presentation on a piece of research

Application of number

Collecting results from experiments and presenting them in a suitable format.

Carrying out calculations on the data collected in experiments.

Information technology

Research information relating to green chemistry

Planning and designing a spreadsheet to support your experiments, be able to select a suitable graphical format to show trends in your data.

Problem solving

Plan and implement a laboratory based problem

Working with others

Work collaboratively with others to carry out experiments

How is it assessed?

This consists of three externally examined papers and the Science Practical Endorsement. Any aspects of the course over the two years may be examined.

Paper 1(9CH0/01): Advanced Inorganic and Physical Chemistry (30% of A2 qualification)

Paper 2 (9CH0/02): Advanced Organic and Physical Chemistry (30% of A2 qualification)

Paper 3 (9CH0/03): General and Practical Principles in Chemistry (40% of A2 qualification)

Questions in this paper may draw on any of the topics in this specification.

The paper will include synoptic questions that may draw on two or more different topics listed.

The paper will include questions that assess conceptual and theoretical

understanding of experimental methods (indirect practical skills) that will draw on students' experiences of the core experiments.

Some questions will assess conceptual and theoretical understanding of experimental methods.

What use will it be later?

Chemistry is a very well respected subject that anyone can be proud to offer to any University or employer. You can study Chemistry without studying any other sciences at A Level but it is an excellent supporting subject for both Biology and Physics.

Chemistry is mentioned in the University entry requirements for the following courses:

Agriculture	Food Science	Genetics
Biology	Chemical Engineering	Zoology
Biochemistry	Environmental Science	Dentistry
Ecology	Physics	Nursing
Botany	Chemistry	Microbiology
Medicine	Horticulture	Nutrition
Veterinary Surgery	Biotechnology	Metallurgy
Pharmacy	Physiology	Engineering

and many more

Additional course information

Students are expected to wear lab coats for practical work. Old lab coats are available from students who have left in previous years or students can purchase new ones for about £10.

Extra support is available during Elective time, and before school at Chemistry Breakfast

For more details contact Dr Kirton

email : dkirton@ka.vale-academy.org

Exam board: OCR (Course code: H556)

<https://www.ocr.org.uk/qualifications/as-a-level-gce/physics-a-h156-h556-from-2015/>

"If you want to create an apple pie from scratch, you must first create a universe." Carl Sagan

Physics is a subject for those who want to understand how the world around them works. For some, the fascination is in the highly theoretical work that deals with the very small at one extreme (particle physics) and the very large at the other (cosmology). Others are interested in Physics because of the way that it underpins developments in engineering and technology with its potential for contributing to solving the problems facing society. Some are attracted by the practical aspects of the work, whilst others are intrigued by the way that mathematics can be used to describe physical phenomena. Whatever your reasons for studying Physics you will encounter many new and challenging ideas - often these ideas will answer your questions, but sometimes they will raise more questions than they answer. This is a good thing.

What will I study?

The course builds on and extends much of the Physics from GCSE, going into greater depth but also using prior knowledge to deal with more sophisticated problems. Many new areas of classical Physics are introduced. However the course also shows why some classical theories fail to provide solutions to problems, and explains how modern theories have moved our understanding forwards, for example through quantum theory and particle physics. During the course you will:

discover that learning Physics is an enjoyable, rewarding and challenging activity.

use Physics in the context of up-to-date ideas and applications.

develop practical and experimental skills to collect data – and understand the limitations of this data in supporting a theory.

use and develop powers of critical and imaginative thinking about Physics problems

discover how Physics plays a part in our lives, how Physics is used in engineering and technology, and how Physics extends our understanding of the world at a fundamental level.

What previous experience is necessary?

It should be noted that the mathematical content of the course is such that it is highly recommended, although not essential, that those choosing to study A-level Physics should also choose to study A-level Maths.

What skills will I learn?

During the course you will...

Gain in-depth understanding of the ideas that underpin Physics and the other sciences.

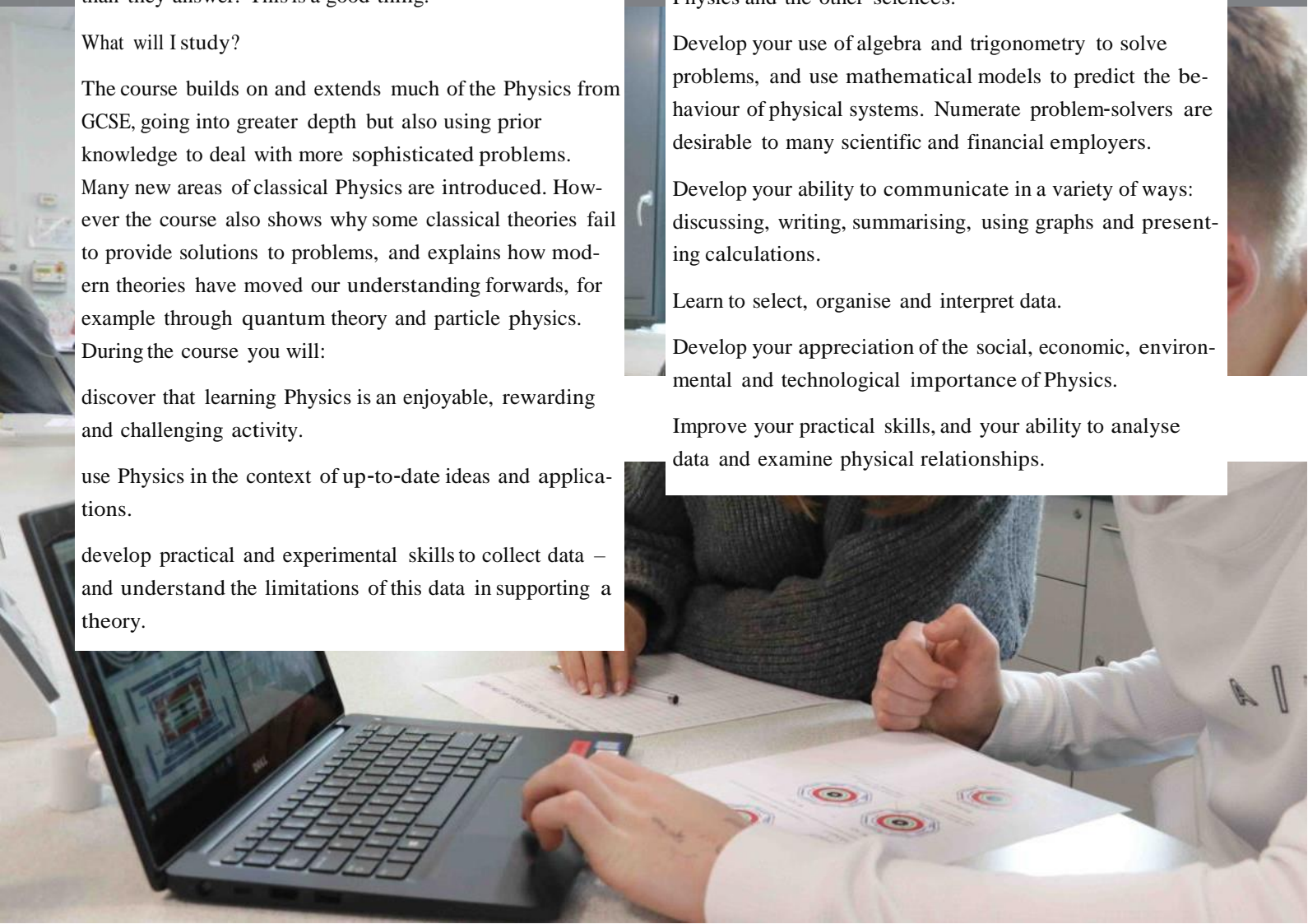
Develop your use of algebra and trigonometry to solve problems, and use mathematical models to predict the behaviour of physical systems. Numerate problem-solvers are desirable to many scientific and financial employers.

Develop your ability to communicate in a variety of ways: discussing, writing, summarising, using graphs and presenting calculations.

Learn to select, organise and interpret data.

Develop your appreciation of the social, economic, environmental and technological importance of Physics.

Improve your practical skills, and your ability to analyse data and examine physical relationships.



Content and Assessment:

Throughout the two-year course, students will build a portfolio of assessed practical work which will be reported to the exam board – some aspects of this work will be referred to in the examined components at the end of Year 13.

Content is split into six teaching modules:

Module 1 – Development of practical skills in physics

Module 2 – Foundations of physics

Module 3 – Forces and motion

Module 4 – Electrons, waves and photons

Module 5 – Newtonian world and astrophysics

Module 6 – Particles and medical physics

Three exams at the end of the course assess these modules.

What use will it be later?

Physics is a very well regarded subject that anyone can be proud to offer to any university or employer. You can study Physics without studying any other science at A Level but it is an excellent supporting subject for Chemistry and Maths for example.

Physics is mentioned in the university entry requirements for a huge range of courses including...

Physics; Computing; Radiography; Geophysics; Electronics; Material science; Medical physics; Architecture; Engineering; Space technology; Dentistry; Chemistry; Medicine; Mechanical engineering; Metallurgy; Ophthalmics; Pharmacy; Music technology; Archaeology; Sport science; Finance; Aeronautical engineering; Astrophysics; Food science; Geology; Veterinary surgery; Maths; Civil engineering.

“I have no special talent. I am only passionately curious.”

Albert Einstein

Contact Katherine Anderson

kanderson@ka.vale-academy.org

Key Skills

A level Physics will help to develop your key skills. These are just a few examples.

Communication

Taking part in discussions on issues relating to the course

Preparing written documents for your practical work

Extracting key information from printed and electronic resources

Numerical manipulation and analysis

Collecting results from experiments and presenting them in a suitable format

Carrying out calculations on the data collected in experiments

Interpreting the results from experiments and seeing how this relates to your plan

Information technology

Using data loggers to capture detailed information which can be processed further

Planning and designing spreadsheets to support your experiments, being able to select a suitable graphical format to show trends in your data.

Exam board: Eduqas (Course code: A490QS)

[ASandALElectronics|Eduqas](#)

This course is available as an 'extra' alongside three A-levels and is taught via a one-hour video-link lesson each week with an expert tutor. As such it suits stronger A-level science students with strong independent learning skills.

Why choose A-level Electronics?

The study of Electronics will enable you to develop an understanding of electronic components, systems, processes and methods. The contents of the course will help you answer questions about practical circuits and solve practical engineering tasks. The theory covered will be reinforced by practical investigations, including design and make tasks, throughout the course.

What will I study?

You will study a course with 20 topics areas divided between a common core and two components. Each topic you will study the theory and put the theory into practice by carrying out practical investigations wherever possible. The common core consists of the following topics:

1. System synthesis
2. DC Electrical circuits
3. Input and output sub-systems
4. Energy and power

Component 1 consists of the following topics:

1. Semiconductor components
2. Logic systems
3. Operational amplifiers
4. Signal conversion
5. AC circuits and passive filters
6. Communications systems
7. Wireless transmission
8. Instrumentation systems

Component 2 consists of the following topics:

1. Timing circuits
2. Sequential logic systems
3. Microcontrollers
4. Digital communications
5. Optical communication
6. Mains power supply systems
7. High power switching systems
8. Audio systems

What skills will I develop?

You will develop the scientific and engineering skills to analyse and design electronic systems for a range of practical situations. You will learn about and work with a wide range of digital and analogue electrical and electronic systems. For instance, you will be involved in:

- design logic circuits to perform a set task;
- testing amplifier circuits for their suitability;
- studying digital communication systems including fibre optical systems;
- programming a microcontroller (a computer on a single chip) through assembly code and wiring the microcontroller into a circuit to control processes in the real world.

How will I be assessed?

Two exams make up 80% of the assessment. These involve short answer and extended answer questions with some set in a practical context.

A non-examined assessment (coursework) makes up the final 20%. This involves two extended system tasks to assess electronics skills.

Careers with Electronics

The knowledge and skills you will learn and practice throughout the course will help you to progress to Level 4 courses, apprenticeships or careers in electronics or wider engineering areas, such as process control, systems design, manufacturing, robotics/automation and medical services. The transferrable skills developed by studying electronics are actively sought out by universities and employers.

Psychology A-level

Exam board: AQA (Course code: A-7182)

<https://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182>

What will I study?

UNIT 1: Introductory Topics in Psychology

Memory: models of memory; explanations for forgetting; eyewitness testimony and strategies for improving memory

Attachment: theories of attachment (the relationship between an infant and care giver); stages of attachment; types of attachment; deprivation and privation; influence on adult relationships

Social influences: why people conform to majorities and obey authority figures; why people sometimes behave independently; the influence of minorities and explaining social change

Psychopathology: defining psychological abnormality; explaining abnormality and mental illness; treating abnormality

UNIT 2: Psychology in Context

Approaches in Psychology: learning approach; biological approach; cognitive approach; psychodynamic approach; humanistic psychology

Biopsychology: nervous system; endocrine System; function of the brain; studying the brain; biological rhythms

Research Methods: how to carry out psychological research including: experimental methods; investigation design; data analysis and presentation.

UNIT 3:

Issues and Debates in Psychology: gender; culture; free will and determinism; the nature-nurture debate; holism and reductionism; ethical implications of research studies and theory.

Relationships: evolutionary explanations and factors affecting attraction

Schizophrenia: symptoms & diagnosis, causes of schizophrenia; treatment of schizophrenia.

Forensic psychology: defining and measuring crime, offender profiling, explanations of offender behaviour, dealing with offending behaviour.

There is no assessed coursework on the course; however, students will have the opportunity to carry out independent research tasks in order to prepare them for exam questions which assess their ability to carry out psychological investigations.

What previous experience is necessary?

It is not necessary for candidates to have studied GCSE Psychology and no previous knowledge of Psychology is assumed.

What use will Psychology be?

This course is suitable for the diverse range of candidates who may wish to develop their interest in Psychology. The course is designed to develop a basic understanding of the breadth of different approaches in Psychology. It is also intended that students should gain an appreciation of the scientific foundations upon which Psychology is built. The study of the concepts, theories and research will provide an excellent foundation for a higher education course in either pure Psychology or a course that requires some Psychology insight/application. It may also be useful for those intending to pursue a career in such areas as healthcare, education, media, business and the social sciences. Many degree courses at university which require a Science A level will accept A-level Psychology.

Psychology A-level

What skills will I learn?

This course will enable you to develop the following subject-specific skills:-

Select and apply knowledge and understanding of theories, concepts and approaches to the solution of problems.

Identify and evaluate some of the cognitive, developmental, physiological, social and ethical implications of Psychology.

Design and carry out Psychological investigations, including the analysis of data using statistical methods and drawing conclusions from them.

You will also develop the following Key

Skills: - Communication – written and verbal
Information Technology

Application of Number

Talking and listening

Working with others

Problem solving

Improving own learning and performance

Independent learning skills

Exam format:

Questions include multiple choice, short answer and extended writing.

Contact Rachael Pearce rpearce@ka.vale-academy.org



Sociology A-level

Exam board: AQA (Course code: A 7192)

<https://www.aqa.org.uk/subjects/sociology/as-and-a-level>

What will I study?

UNIT 1: Education with theory and methods

Education: the role and functions of the education system, differential educational achievement of social groups by social class, gender and ethnicity, relationships and processes within schools, the significance of educational policies, the impact of globalisation on educational policy.

Methods in context: applying sociological research methods to education

Theory and Methods: As in Unit 3

UNIT 2: Topics in sociology

Family and Households: the relationship of the family to the social structure and social change, with particular reference to the economy and to state policies changing patterns of marriage, cohabitation, separation, divorce, childbearing and the life course, including the sociology of personal life, and the diversity of contemporary family and household structures gender roles, domestic labour and power relationships within the family in contemporary society the nature of childhood, and changes in the status of children in the family and society demographic trends in the United Kingdom since 1900: birth rates, death rates, family size, life expectancy, ageing population, and migration and globalisation

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

UNIT 3: Crime and Deviance with theory and methods

Crime and deviance: crime, deviance, social order and social control; the social distribution of crime and deviance by ethnicity, gender and social class; globalisation and crime in contemporary society; the media and crime; green crime; human rights and state crimes; crime control, surveillance, prevention and punishment, victims, and the role of the criminal justice system and other agencies.

Further theory and methods: quantitative and qualitative methods of research; research design; sources of data, including questionnaires, interviews, participant and non-participant observation, experiments, documents and official statistics; the distinction between primary and secondary data, and between quantitative and qualitative data; the relationship between positivism, interpretivism and sociological methods; the nature of 'social facts'; the theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research; consensus, conflict, structural and social action theories the concepts of modernity and post-modernity in relation to sociological theory the nature of science and the extent to which Sociology can be regarded as scientific the relationship between theory and methods; debates about subjectivity, objectivity and value freedom; the relationship between Sociology and social policy

There is no assessed coursework on the course; however, students will have the opportunity to carry out independent research tasks in order to prepare them for exam questions which assess their ability to carry out sociological investigations.

Sociology A-level

What skills will I learn?

How to sustain a critical line of argument or justify a point of view.

Analytical skills Essay

writing Discussion

skills Subject Specific

Skills

Sociological Research Skills

Basic Concepts in research design

Aspects of data collection

Interpreting and evaluating data.

Key Skills

Communication

IT

Application of Number

Working with Others

Problem Solving

Improving own Learning and Performance

What previous experience is necessary?

It is not necessary for candidates to have studied GCSE Sociology and no previous knowledge of Sociology is assumed. Extended writing skills would be advantageous.

What use will Sociology be?

Sociology A level is a recognised and acceptable qualification at Colleges of Further Education and Higher Education as the basis of a number of courses and it is useful for a range of occupations. It combines well with most A levels and will help to develop your ability to think critically and rationally, and to solve problems in a systematic manner.

How is it assessed?

It is assessed based on 3 exams taken at the end of the second year. Papers 1 and 3 are made up of a mixture of short answer and extended answer questions, while Paper 2 is all extended answer questions.

Contact Rachael Pearce: rpearce@ka.vale-academy.org

Extended Project Qualification (EPQ)

Exam board: AQA (Course code: 7993)

<https://www.aqa.org.uk/subjects/projects/project-qualifications/EPQ-7993>

What will I study

The Extended Project is a highly independent, personal piece of research, and allows students to pursue almost any interest. As long as they can conduct some serious academic reading and other research (which can include primary research such as interviews and questionnaires), they can choose anything.

Students often choose topics that relate to subjects they are studying, sometimes going into an area that isn't really covered in the specification such as space travel for those studying physics. Sometimes they look at an interesting area where their subjects overlap, for example of history and politics looking into a aspect of international relations in depth.

Sometimes they choose a topic that relates to a subject they couldn't take for timetabling reasons, and sometimes something that is completely unrelated to their other courses. An EPQ related to a future course of study at university can be a great idea, but this needn't be a key factor in deciding what to study. Our advice to students is to follow their general interests and see where their early research leads them.

In most but not all cases, the final title of the project evolves over months of research into an open question without a clear-cut answer, to which the student provides a response justified by evidence.

What will I produce?

Most students' final 'product' is a 5000-word written report which summarises the research conducted and which puts forward arguments and draws conclusions. This is accompanied by a 15-minute presentation to a small audience, followed by questions, and a seven-page 'Production Log' - a diary completed throughout the process which details the student's developing aims and objectives, monitoring of their own progress, advice received from a supervisor (usually a teacher) and modifications made as a result.

Students may alternatively choose to produce an 'artefact' which can be a work of art, piece of music, film, creative writing, machine, performance or event, in which case their written report is a shorter summary of the research on which this is based.

What skills will I learn?

Study skills related to the EPQ are taught via a single lesson on the timetable each fortnight. These include:

- Research skills, online and offline
- Note taking
- Referencing
- Question formation
- Project management including use of urgent/important matrices, Gantt charts and deadline setting
- Evaluation and analysis of sources
- Academic writing and argument constructions
- Presentation skills

Universities value the skills students develop through the EPQ process and many reduce their A-level grade offers for students with high EPQ grades.

What previous experience is necessary?

Some students will have completed a Higher Project at KS4 but this is not necessary experience. While experience of independent research and good written and oral communication skills are useful, most important is that students are committed to seeing their project through to completion and capable of motivating themselves to work independently, which is in part what they are assessed on.

How is it assessed?

The project is internally marked by one of our teachers and is externally moderated by the exam board. The mark awarded takes account of the written report, artefact if one is produced, presentation and the production log. The record of the management and development of the project in the log is the most influential of these, though all are important.

Contact David Johnson: djohnson@ka.vale-academy.org

Amelia Taylor

How can we reduce the effects of Climate Change on the marine environment in order to protect Green Sea Turtles?

©Caleb White

Exam board: Edexcel (course code 9PLO)

<https://qualifications.pearson.com/en/qualifications/edexcel-a-.../politics-2017.html>

What will I study?

Component 1: UK Politics (9PLO/01)

Political Participation

- democracy and participation, political parties, electoral systems, voting behaviour and the media

Core Political Ideas - conservatism, liberalism, socialism

Component 2: UK Government (9PLO/02)

UK Government - the constitution, parliament, Prime Minister and executive, relationships between the Branches

Optional Political Ideas - one idea from the following: anarchism, ecologism, feminism, multiculturalism, nationalism

Component 3: Comparative Politics (9PLO/3A or 3B)

Either

The US - the US Constitution and federalism, US congress, US presidency, US Supreme Court, democracy and participation, civil rights

Or

Choose Government and Politics if:

You enjoy debating current affairs

Appreciate the need to participate in decision making

Like studying a subject that affects your everyday life

Want to keep your options open – Politics can be combined with a wide range of science, social science and humanities subjects

What skills will I learn?

The key skills you can develop during this course are:

Communication

Working with others

Information Technology

Application of number

Problem solving

Improving own learning and performance

What use will it be later?

Students of Government and Politics have access to a wide range of possible career and higher education opportunities. It combines well with a range of science, social science and humanities subjects, to lead to University courses in areas such as business, economics, law, media, philosophy, etc.

Whatever your chosen future career, an understanding of the political system, key issues for government, and our relations with Europe, will prove to be invaluable. The knowledge and transferable skills that you have acquired, will allow you to explore a wide range of employment opportunities, such as Business Management, Journalism, Advertising, Civil service, etc.

Additional information

Most students choose to subscribe to the Politics Review at a cost of around £15

It is hoped to arrange visits to the House of Commons and political lectures / conferences, which will normally involve a cost of around £40 per trip.