

**Morecambe Bay**  
**Academy**  
**Sixth Form**



**Courses 2022**

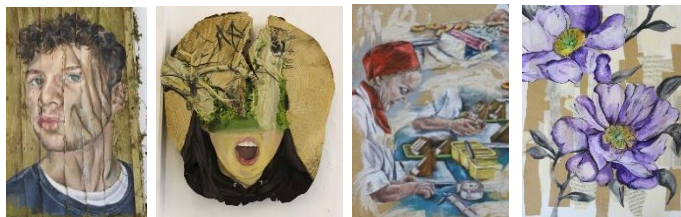
**Belong | Believe | Achieve**

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# Art



"I am always doing things I can't do, that's how I get to do them."- Pablo Picasso

"Don't wait for inspiration. It comes while one is working". - Henri Matisse

## Minimum entry requirements:

Five GCSEs grade 4s.  
Grade 5 in Art or Ceramics GCSE

## Head of Department:

Miss C Simpson

## Pathways post 18

It will be an advantage to have Art A Level for all practical degree courses will require it e.g. ceramics, furniture design, fashion, theatre design, graphic design, fine art, medical illustration, illustration, etc. Art is also desirable for cultural studies courses, art history, computer design, media film and advertising etc. Any employer looking for someone with good presentation skills, and the ability to analyse, research and communicate ideas and think creatively would value a candidate with A Level Art.

## AQA Art and Design - Fine Art

### Course Content and Method of Assessment:

#### Areas of study

Students are required to work in one or more area(s) of Fine art, such as those listed below. They may explore overlapping areas and combinations of areas:

- drawing and painting
- mixed-media, including collage and assemblage
- sculpture, ceramics
- installation
- printmaking
- photography

#### Skills and techniques

Students will be expected to demonstrate skills, all of the following:

- appreciation of different approaches to recording images, such as observation, analysis, expression and imagination
- awareness of intended audience or purpose for their chosen area(s) of Fine art
- understanding of the conventions of figurative/representational and abstract/non-representational imagery or genres
- appreciation of different ways of working, such as, using underpainting, glazing, wash and impasto; drypoint, mono printing, lino printing, screen printing,
- understanding of pictorial space, composition, rhythm, scale and structure
- appreciation of colour, line, tone, texture, shape and form.

#### Overview:

##### Why study Art?

You will be introduced to a variety of experiences that explore a range of fine art media, processes and techniques. You will explore the use of drawing for different purposes, using a variety of methods and media on a variety of scales. You will explore relevant images, artefacts and resources relating to a range of art, craft and design, from the past and from recent times. This will be integral to the investigating and making processes. You will be taught how to evidence the four assessment objectives. You will be taught the importance of process as well as product.

#### Structure:

This course is broken down into two clear component parts the Personal Investigation and the Externally Set Assignment.

##### Component 1: The Personal Investigation:

This unit is made up of an extended practical project on a theme of your choice with a written element of between 1000-3000 words to support it.

##### Component 2: The Externally Set Assignment:

You will be given a paper in which you can select one theme and complete your own response from this. There will be a 15 Hour controlled assessment at the end of this project where you need to produce a piece of work under exam conditions.

# Biology



*From the Bay to beyond,  
making Science real!*



" I love Biology because you learn about something you can apply to your body and the world around you"

Daisy Reynolds Year 12

## Minimum entry requirements:

GCSE Grade 6 in Science/Triple Biology, Maths and English

## Head of Department:

Miss H S Black

## Pathways post 18

A-Level Biology is an excellent base for a university degree in healthcare, such as medicine, veterinary science or dentistry, as well as the biological sciences, such as biochemistry, molecular biology or forensic science. Biology can also complement sports science, psychology, sociology and many more subjects.

## OCR Biology A

### Content Overview

Content is in six modules, each divided into key topics:

Students gain practical skills throughout the course. These are assessed in the written examinations and in the practical endorsement (component 04).

### There will be three exams in Year 13 assessed externally

#### Paper 1- Biological Processes

Assesses content from modules 1, 2, 3 and 5. Time – 2hrs and 15 mins

#### Paper 2- Biological diversity

Assesses content from modules 1, 2, 4 and 6. Time 2 hours and 15 mins

#### Paper 3- Unified Biology

Assesses content from modules 1 to 6. Time – 1 hour and 30 mins

### Practical Endorsement in Biology

Non-exam assessment in lessons. This is needed for university degrees in Science.

### Overview:

Biology will give you an exciting insight into the contemporary world of biology. It covers the key concepts of biology and practical skills are integrated throughout the course. This mix of academic challenge and practical focus makes the prospect of studying A-Level Biology highly appealing. You will learn about the core concepts of biology, about the impact of biological research and how it links to everyday life. You will learn to apply your knowledge, investigate and solve problems in a range of contexts.

### Structure: Year 12 will cover

Module 1- Practical skills in Biology

Module 2: Foundations in biology

Module 3: Exchange and transport

Module 4: Biodiversity, evolution and disease

### Year 13 will cover

Module 5: Communication, homeostasis and energy

Module 6: Genetics, evolution and ecosystems

# Business



"I really enjoy seeing how what we learn fits with real life businesses and I feel the wide range of understanding I have developed has prepared me for the workplace"

Year 13 student

## Minimum entry requirements:

Five GCSEs grade 4s.  
Grade 5 in English Language and Maths

## Head of Department:

Mrs K. Korab

## Pathways post 18

Taking A-level Business is a great thing to do if you have aspirations of one day becoming self-employed or in a managerial position. Possible career choices with A-level Business include management, marketing, finance, public relations, accounting, banking, retailing, manufacturing and local government.

## Course Content and Method of Assessment:

The course is split into four Themes, examined at the end of Year 13 by three written exams

### Theme 1: Marketing and people

In this theme, students are introduced to the market, explore the marketing and people functions and investigate entrepreneurs and business start-up.

### Theme 2: Managing business activities

In this theme, students explore the finance and operations functions, and investigate external influences on business.

### Theme 3: Business decisions and strategy

In this theme, students develop their understanding of the concepts introduced in Theme 2 and explore influences on business strategy and decision-making.

### Theme 4: Global business

In this theme, students develop their understanding of the concepts introduced in Theme 1 and explore business activity in a global context.

## Overview:

### Why study Business

The study of Business at A Level offers clear progression from GCSE. The course will allow you to build of the skills, knowledge and understanding already gained.

The course will allow you to gain a holistic understanding of business in a range of contexts.

You will acquire a range of relevant business and generic skills, including decision making, problem solving, the challenging of assumptions and critical analysis.

## Structure:

**Paper 1** will assess marketing, people and global businesses. Questions will be drawn from Themes 1 and 4, and from local, national and global contexts.

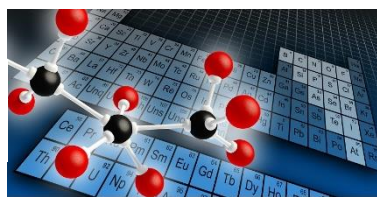
**Paper 2** will assess business finance and operations, business decisions and strategy. Questions will be drawn from Themes 2 and 3, and from local, national and global contexts.

**Paper 3** For Paper 3, there will be a pre-released context document issued from Edexcel. The context will focus on a broad context, such as an industry or market in which businesses operate. Students are required to apply their knowledge and understanding from Themes 1, 2, 3 and 4.

# Chemistry



*From the Bay to beyond,  
making Science real!*



'Chemistry is so important in the modern world as it offers so much to help shape the future.'

## Minimum entry requirements:

Grade 6 in chemistry/combined science GCSE; Grade 6 in maths GCSE

## Head of Department:

Miss H Black

## Pathways post 18

Degree/ HND courses in sciences e.g. chemistry, cosmetic science, biochemistry environmental science; engineering, medicine, dentistry, veterinary science, physiotherapy and other courses such as law and accounting  
Careers/apprenticeships in science and industry.

## OCR Chemistry A

### Course Content and Method of Assessment:

#### 01 Periodic Table, elements and physical chemistry

(2 hours 15 minutes) – 37% of total. Covers Modules 1,2,3 & 5

#### 02 Synthesis and analytical techniques

(2 hours 15 minutes) – 37% of total. Covers Modules 1,2,4 & 6

#### 03 Unified chemistry

(1 hour 30 minutes) – 26% of total. Covers all Modules

#### 04 Practical Endorsement

Reported separately\* \*Needed for university science courses

## Overview:

A Level Chemistry will give you an exciting insight into the contemporary world of chemistry. It covers the key concepts of chemistry and practical skills are integrated throughout the course. This combination of academic challenge and practical focus makes the prospect of studying A Level Chemistry highly appealing. You will learn about chemistry in a range of different contexts and the impact it has on industry and many aspects of everyday life. You will learn to investigate and solve problems in a range of contexts.

## Structure:

### Six Teaching Modules

1. Practical Skills( covered throughout)
2. Foundations of chemistry (covered throughout)
3. (Year 12) Periodic Table and energy
4. (Year 12) Core organic chemistry
5. (Year 13) Physical chemistry and transition elements
6. (Year 13) Organic chemistry and analysis

# Computer Science



"I love the challenge of problem solving and creating my own programs that have real world application."

Year 13 Student

## Minimum entry requirements:

Grade 5 in both GCSE Computer Science and Maths

## Head of Department:

Mr I Martin

## Pathways post 18

The study of Computer Science at A Level is recognised as a valued academic qualification and can lead to a wide range of university such a Cyber Security, Networking, Software Development and Engineering.

## OCR A Level Computer Science H446 Course Content and Method of Assessment:

### Computer Systems:

The characteristics of contemporary processors, input, output and storage devices. Software and software development. Exchanging data. Data types, data structures and algorithms. Legal, moral, cultural and ethical issues.

**Assessment:** 2 hours and 30 minutes written paper (140 Marks)

**Algorithms and Programming Components:** Elements of computational thinking. Problem solving and programming. Algorithms to solve problems and standard algorithms.

**Assessment:** 2 hours and 30 minutes written paper (140 Marks)

**Programming Project:** Learners will choose a computing problem to work through according to the specification. Analysis of the problem. Design of the solution. Developing the solution. Evaluation.

**Assessment:** Non-exam assessment (70 Marks)

## Overview:

### Why study A Level Computer Science?

This qualification is ideal for learners who have previously completed the GCSE in Computing and have a real passion for programming and Love the challenge of computational thinking.

At its heart lies the notion of computational thinking: A mode of thought that goes well beyond software and hardware, and that provides a framework within which to reason about systems and problems.

This course is ideal for learners who are considering a computing career or looking at careers such as cybersecurity and forensic computing.

## Structure:

The course is split in to 3 units:

### Unit 1:

Computer systems component (01) contains the majority of the content of the specification and is assessed in a written paper recalling knowledge and understanding.

### Unit 2:

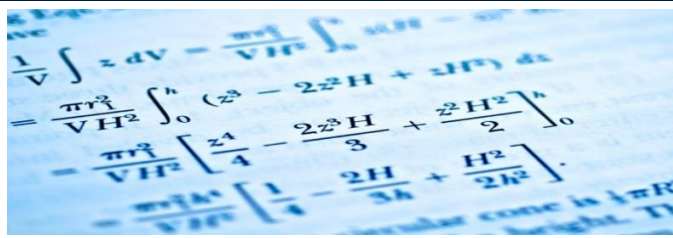
Algorithms and programming component (02) relates principally to problem solving skills needed by learners to apply the knowledge and understanding encountered in Component 01.

### Unit 3:

Programming project component (03 or 04) is a practical based assessment with a task that is produced in an appropriate programming language of the learner's or teacher's choice.



# Core Mathematics



This is a new course that we are able to offer from September 2020.

This course provides all students to study Mathematics post-16 and achieve a valued qualification.

## Minimum entry requirements:

Five GCSEs grade 4 or above  
Grade 4 or above in Maths

## Head of Department:

Dr N Carr

## Pathways post 18

While Core Maths is likely to be particularly valuable for students progressing to higher education courses with a distinct mathematical or statistical element such as psychology, geography, business and management, such qualifications will also be valuable for any student aiming for a career in a professional, creative or technical field.

The course is equivalent to an AS level and represents the same value in UCAS points.

## AQA Level 3 Mathematical Studies Course Content and Method of Assessment:

This Level 3 Certificate Mathematical Studies specification aims to build on the knowledge, understanding and skills established in GCSE mathematics. The course covers data analysis, financial mathematics, mathematical modelling, statistics and probability.

The qualification is assessed through 2 examinations at the end of the course. Each examination is 1.5 hours long and equates to one half of your final grade. Paper 1 covers analysis of data, maths for personal finance and estimation. Paper 2 covers critical analysis of given data and models, the normal distribution, probabilities and estimation and correlation and regression.

## Overview: Why Study Core Maths?

In this course you will build on your mathematical skills from GCSE, and will develop understanding and be able to apply this to a wide range of real life contexts.

This course provides you with the opportunity to continue to study Maths post-16 but it does not have the same demand on algebraic skills as the A Level course. Having a mathematical qualification in maths beyond GCSE is highly desirable among employers, training providers and universities.

The maths that you will study has a lot of cross-curricular links in particular with subjects with an emphasis on statistics or managing data, or financial mathematics. The course complements subjects such as Biology, Geography, Business Studies and Computing really well.

## Structure:

Within paper 1 you will be expected to develop and demonstrate confidence and competence in the understanding and application of:

- statistical techniques, interpreting data and drawing conclusions in the solution of problems
- problem solving relating to personal finance, including competent use of percentages, interest rates, the cost of credit and taxation
- the formulation of mathematical models

Within paper 2 you will be expected to:

- use the data and models you are given and to be mathematically critical of these.
- be able to use and apply the normal distribution
- calculate with probabilities and sample sizes
- use and understand correlation and regression



# Criminology



"Criminology helps you to realise why people commit crimes and what influences their behaviour. It's a really interesting subject that also helps you to understand the thinking behind every crime."

"It's interesting to be able to learn and go into depth in the case studies about real life crimes that have happened."

"To prevent crime we need to be able to understand crime. I can see how this course gives you some of the practical skills you would need for future careers in this area."

## Minimum entry requirements:

5 grade 4s at GCSE.

## Head of Department:

Ms J Slatter

## Pathways post 18

The Level 3 Diploma in Criminology is equivalent to one A-Level in UCAS points. It is recognised as a valued academic qualification and can lead to a wide range of university study or careers.

## WJEC Criminology Level 3 Diploma Course Content and Method of Assessment:

### Unit 1

Changing Awareness of Crime

Assessment: Internal controlled assessment- 25%

### Unit 2

Criminological Theories

Assessment: 1.5 hour written examination- 25%

### Unit 3

Crime Scene to Courtroom

Assessment: Internal controlled assessment- 25%

### Unit 4

Crime and Punishment

Assessment: 1.5 hour written examination- 25%

## Overview:

### Why study Criminology?

As an Applied General qualification, each unit within the qualification has an applied purpose which acts as a focus for the learning in the unit. The applied purpose requires that learning be related to authentic case studies and will also allow students to develop the skills required for independent learning and development as well as a range of generic and transferable skills. The ability to solve problems and the skills of project-based research, development and presentation.

The fundamental ability to work alongside other professionals, in a professional environment and the ability to apply learning in vocational contexts.

This qualification in Criminology could lead to work with employers such as the National Probation Service, the Courts and Tribunals Service, or Police force and Law as well as leading to university study in subjects such as Criminology, Psychology, Policing, Nursing and Applied Social Science.

## Structure:

### Unit 1 and 2 in year 12 we look at :

What different types of crime are there (e.g. white collar crime; hate crime)? Why do certain crimes go unreported, and what are the consequences of this? How does the media shape public perceptions of crime? How do laws change from culture to culture or from one time period to another? What theories have been developed to try and explain why some people turn to crime?

### Unit 3 and 4 in year 13 we look at:

Which people are involved in investigating crime? What techniques are used to identify who has committed a crime? What is the process for prosecuting suspects? What types of punishment are there? Who is involved in the punishment of offenders? What is trying to be achieved by punishing offenders? Which agencies are involved in social control and how effective are they?

# Dance



"I'm really glad I picked Dance, it allows me to express myself practically and to build on my previous skills. I'm also really enjoying finding out about all the different career opportunities there are ahead of me."

## Minimum entry requirements:

- 5 GCSE's at 4 or above
- Previous Dance Experience is essential

## Head of Department:

Mrs Baines

## Pathways post 18

Students will have the equivalent of 1.5 A Level UCAS credits that can contribute towards achieving a place on a University Dance Degree qualification. Many students also choose to audition for Professional Dance schools/Companies and this qualification is also well recognised by all establishments.

## RSL Level 3 Extended Diploma Capa (Dance) Course Content and Method of Assessment:

The Rock School Live Extended Diploma in Creative and Performing Arts (Dance) covers various aspects of the dance industry over seven units. Students will study about **the safe practices in dance** from warming up effectively, to correct clothing and apply this to their everyday **technique and performance** lessons. Within theory students will investigate into the dance industry and working out their skills, they will **plan a career in dance** and map out pathways for future opportunities, creating CVs and show reels. The **Leading Dance** unit will see students plan and deliver sessions to a target audience and then **choreography** will allow for their creative flair to design and perform a dance. In both practical and theory students will be developing their skills and understanding in a variety of dance styles and techniques and will develop a diverse understanding of various dance **repertoire**. All units are coursework based and the final **performance preparation** externally assessed unit is a practical exam whereby students will design and choreograph to a brief set by RSL.

**Optional Units we study :** Safe Practice in Dance, Dance technique and performance, planning a career in dance, Leading dance, Choreography, Repertory,

**Exam Externally Assessed Unit :** Performance Preparation

### Overview:

#### Why study Dance?

RSL Extended Diploma Capa (Dance) is a dynamic qualification which encourages students to develop their creative and intellectual capacity, alongside transferable skills such as team working, communication and problem solving. This course is vocational and reflects both historical and current dance practices, making it relevant, and inspiring a lifelong passion for dance. The units allow exploration of the dance industry and give students opportunities to reflect on their own skills, and explore methods in developing themselves over the two years.

### Structure:

Students study a range of units at once due to the similar skills being transferred into various tasks. All students will complete 2 x theory and 2x practical sessions a week

They will study the Units in the following Years

#### Year 12

Applying Safe Practice in Dance  
Dance Technique and Performance  
Leading Dance  
Planning for a Career in Dance

#### Year 13

Repertory Dance  
Choreography  
Planning for a Career in Dance  
Performance Preparation (External Exam Unit)

# Drama



**Drama doesn't leave you just a folder of notes – it gives you a lifetime of memories...**

## Minimum entry requirements:

Five GCSEs grade 4s.

## Head of Department:

Mr. C Campbell

## Pathways post 18

Drama offers the following skills which will be beneficial in the areas of higher education and employment.

## AQA: A Level Drama and Theatre Skills and techniques

Students will learn, practice and perfect the following skills.

- practical demands of texts
- the choice and use of performance space
- patterns of stage movement
- stage positioning and configuration
- spatial relationships on stage
- performer and audience configuration
- character motivation and interaction
- performers' vocal and physical interpretation of character
- delivery of lines
- listening and response
- playing of sub-text
- development of pace, pitch and dramatic climax
- relationships between performers and audience
- design of sets, costume, makeup, lighting, sound and props
- design fundamentals such as scale, shape, colour, texture

## Overview:

### Why study Drama?

We want students to have an inspiring experience of A-level Drama and Theatre. This qualification emphasises **practical creativity alongside research and theoretical understanding**. Students learn through experience, seeing theatre and making theatre for themselves.

Drama **enhances students' artistic and creative abilities and gives** them a better understanding of themselves and their world. ... Drama fosters self-discipline, confidence and team work and develops skills in interpreting, researching, negotiating, problem solving and decision making.

## Structure:

The subject content for A-level Drama and Theatre is divided into three components:

### Component 1: Drama and Theatre:

The paper constitutes 40% of the A-level.

### Component 2: Devised:

Component 2 constitutes 30% of the A-level.

### Component 3: Making theatre: Scripted performance:

Component 3 constitutes 30% of the A-level.

It is marked by AQA.

# English Language



"This A Level has made me more aware of the underlying meaning behind words and how all people use language differently."

## Minimum entry requirements:

5 GCSEs grade 4s.  
Grade 5 in one of the English GCSE examinations

## Head of Department:

Mr B Small

## Pathways post 18

The study of English Language at A Level is recognised as a valued academic qualification and can lead to a wide range of university study.

## AQA English Language

### Course Content and Method of Assessment:

The subject content for A-level English Language is divided into three components:

- Language, the individual and society:** The aim of this part of the subject content is to introduce students to language study, exploring textual variety and children's language development.  
**Assessment: 2.5 hours.**
- Language diversity and change:** The aim of this area of study is to allow students to explore language diversity, as well its wider social, geographical and temporal context, and how English has changed over time.  
**Assessment: 2.5 hours.**
- Language in action:** This requires students to carry out two different kinds of individual research:
  - A language investigation (2,000 words excluding data).
  - A piece of original writing and commentary (750 words each).

## Overview:

### Why study English Language?

This course offers students the opportunity to develop their subject expertise by engaging creatively and critically with a wide range of texts and discourses. An A Level in English Language will enable you to get to know your mother tongue better, like the ways it adapts according to who one's audience is, in which context it is being spoken and the speaker or writer's intended meaning. Being able to understand these complexities as well as identify them correctly can help you to become a better overall communicator.

## Structure:

The course is broken down into 3 clear units:

### Language, the individual and society:

This unit deals with analysing meanings and representations in texts and exploring the processes children go through when learning how to communicate.

### Language diversity and change:

This unit deals with attitudes towards variety in language use and considers how gender, region and other social factors impact language use.

### Language in action:

This is the coursework unit and allows students to write all as investigating an area

# English Literature

"What I love about literature is that every text has something to say about the world we live in."

Year 13 student

## Minimum entry requirements:

5 GCSEs grade 4s.  
Grade 5 in one of the English GCSE examinations

## Head of Department:

Mr B Small

## Pathways post 18

The study of English Literature at A Level is recognised as a valued academic qualification and can lead to a wide range of university study.

## AQA English Literature B

### Course Content and Method of Assessment:

**Aspects of tragedy:** Study of three texts: one Shakespeare text; a second drama text and one further text, of which one must be written pre-1900.

**Assessment:** written exam: 2 hours 30 minutes closed book

**Elements of political and social protest writing:** Study of three texts: one post-2000 prose text; one poetry and one further text, one of which must be written pre-1900.

**Assessment:** written exam: 3 hours.

**Independent Study:** Study of two texts, one poetry and one prose text informed by the study of the critical anthology:

- One essay can be re-creative
- Internally assessed by teachers and moderated by AQA

## Overview:

### Why study English Literature?

The study of English Literature at A-Level Offers clear progression from GCSE, the course allows you to build on the skills and knowledge already gained. The course is 2 years long and consists of 3 clear modules.

Studying English Literature will encourage your interest and enjoyment of reading widely. As you progress through the course you will become a confident reader of wide range of texts.

You will learn to apply critical concepts to a range of texts using a wide range of new terminology. The variety of assessment styles used, such as passage-based questions, unseen material, single text questions, multiple text questions, open- and closed-book approaches, allows you to develop a wide range of skills, such as the ability to read critically, analyse, evaluate and undertake independent research which are valuable for both further study and future employment.

## Structure:

The course is broken down into 3 clear units:

**ASPECTS OF TRAGEDY:** This unit involves the study of a range of texts including Tess of the D'Urbervilles, King Lear, Death of a Salesman and a selection of poetry. The external exam is 2 hours and 30 minutes long and is worth 40% of your final qualification.

### ELEMENTS OF POLITICAL AND SOCIAL PROTEST WRITING:

This unit considers how writers may uphold or challenge prevailing ideologies and attitudes. As part of this unit we will look at a range of texts including Songs of Innocence and Experience, The Kite Runner and A Doll's House.

**NEA – INDEPENDENT STUDY:** This is a coursework unit and encourages students to explore different critical approaches in response to texts of their choice (with staff guidance).



# French



"A passion for language is a passion for life; it provides you with not only different words but a different identity."

Year 12 student

## Minimum entry requirements:

Five GCSEs grade 4s.  
Grade 6 in French GCSE

## Head of Department:

Mrs E Laird

## Pathways post 18

The study of French at A Level is recognised as a valued academic qualification and can lead to a wide range of university study or careers.

## AQA French: course Content and Method of Assessment:

The course is broken down into 3 papers:

**LISTENING, READING AND WRITING:** students respond to printed texts and audio texts in French. Students translate into French and into English. Students are assessed on their knowledge of the following cultural and linguistic: aspects of French-speaking society: current trends, aspects of French-speaking society: current issues, artistic culture in the French-speaking world, aspects of political life in the French-speaking world, grammar.

**Assessment:** written exam: 2 hours 30 minutes, 50% of A level

**WRITING:** students will respond to questions on 2 works of French literature.

**Assessment:** written exam: 2 hours, 20% of A level

**SPEAKING:** students will prepare an independent research project to discuss in the exam. Students will relate this to one of the cultural themes from the listening, reading, writing exam. Students will also discuss one sub-theme from a stimulus card.

**Assessment:** oral exam: 21-23 minutes (including 5 minutes preparation time), teacher-led examination marked externally, 30% of A level

## Overview:

### Why study French?

The study of French at A-Level Offers clear progression from GCSE, the course allows you to build on the skills and knowledge already gained. The course is 2 years long and consists of four themes, the study of 2 set texts of French literature and the study of grammar.

Studying French will encourage your interest in the French language and develop your knowledge of the French-speaking world. As you progress through the course you will become confident in manipulating the language for your own purposes, as well as feeling confident in understanding a range of printed and recorded texts.

The variety of skills assessed are valuable for both further study and future employment; analysing and evaluating French literature, undertaking independent research, translation into both French and English, oral and written communication, aural and reading comprehension

## Structure:

### Year 12

#### Themes 1 and 2

Aspects of French-speaking society: current trends  
Artistic culture in the French-speaking world

#### Grammar

#### Set text

'No et moi' by Delphine de Vigan

### Year 13

#### Themes 3 and 4

Aspects of French-speaking society: current issues  
Aspects of political life in the French-speaking world

#### Grammar

#### Set text

'Un sac de billes' by Joseph Joffo



# Geography



"I found it really interesting learning about the environment around me and the issues that we face as a generation."

Year 13 Student

## Minimum entry requirements:

Five GCSEs grade 4s.  
Grade 5 in History

## Head of Department:

Ms T Norman

## Pathways post 18:

According to the Royal Geographical Society, Geography graduates have some of the highest rates of graduate employment. Geography is great for any kind of career that involves the environment, planning, or collecting and interpreting data.

## Eduqas WJEC Geography - Course Content and Method of Assessment:

**You will be assessed through a series of exams and non-exam assessment.**

Unit 1 Changing Landscapes Written examination: 2 hours 24% of qualification 96 marks This unit is divided into two sections: A and B.

Unit 2 Changing Places Written examination: 1 hour 30 minutes 16% of qualifications 64 marks.

Unit 3 Global Systems and Global Governance Written examination: 2 hours 24% of qualification 96 marks.

Unit 4 Contemporary Themes in Geography Written examination: 2 hours 16% of qualification 64 marks.

Unit 5 Independent Investigation Non-exam assessment 20% of qualification 80 marks.

## Overview:

### Why study Geography?

It will help to develop your ability to:

- Develop their knowledge of locations, places, processes and environments, at all geographical scales from local to global across the specification as a whole.
- Recognise and be able to analyse the complexity of people-environment interactions at all geographical scales, and appreciate how these underpin understanding of some of the key issues facing the world today GCE AS and A LEVEL .

## Structure:

### Course Outline

This specification is divided into a total of five units, two AS units and three A2 units. Weightings noted below are expressed in terms of the full A level qualification.

- AS Unit 1: Changing Landscapes.
- AS Unit 2: Changing Places.
- A2 Unit 3: Global Systems and Global Governance.
- A2 Unit 4: Contemporary Themes in Geography.
- A2 Unit 5: Independent Investigation Non-exam assessment: 3000 – 4000 words.

# Health and Social Care



"What I love about Health and Social Care is the wide range of topics that we cover and how it prepares us for working in this sector."

## Minimum entry requirements:

5 GCSE's

## Head of Department:

Mrs C Ralph

## Pathways post 18

This course is designed for students wishing to gain employment in the health and social care sector, or progress to university to study a degree level on a wide range of vocational and academic courses relating to health and social care

## Course Content and Method of Assessment:

Pearson BTEC: Level 3 National Extended Certificate in Health and Social Care  
 Pearson BTEC: Level 3 National Diploma in Health or Social Care

Exam Board: Edexcel

## Overview:

With a track record built over 30 years of learner success, BTEC Nationals are widely recognised by industry and higher education as the signature vocational qualification at Level 3. They provide progression to the workplace either directly or via study at a higher level. Proof comes from YouGov research, which shows that 62% of large companies have recruited employees with BTEC qualifications. What's more, well over 100,000 BTEC students apply to UK universities every year and their BTEC Nationals are accepted by over 150 UK universities and higher education institutes for relevant degree programmes either on their own or in combination with A levels.

**At Morecambe Bay Academy we are pleased to offer two national qualifications**

**The Pearson's Extended Certificate in Health and Social Care (360 GLH. Single Award worth 1 A-level)**

**The Pearson BTEC Level 3 Diploma in Health and Social care (720 GLH. Double Award worth 2 A-Levels)**

## Structure:

**Single Award complete the following units**

Unit 1: Human Lifespan and Development – externally assessed

Unit 5: Meeting Individual Care and Support Needs – internally assessed

Unit 2 – Working in Health and Social Care – externally assessed

Unit 14 – Psychological Disorders and their care – internally assessed

**Double Award complete the above units plus:**

Unit 4: Enquires into Current Research in Health and Social Care

Unit 7: Principles of Safe Practice in Health and Social

Unit 19: Nutritional Health

Unit 12: Supporting Individuals with Additional Needs

# History



"History has taught me, not only things from the past but the skills that I need for the future."

Year 13 Student

## Minimum entry requirements:

Five GCSEs grade 4s.  
Grade 5 in History

## Head of Department:

Ms T Norman

## Pathways post 18:

History is seen as a facilitate A Level for most courses at University. Careers that a History A-level would be useful for are: teaching, journalism, police and law.

## AQA History - Course Content and Method of Assessment:

### Component 1: Industrialisation and the people: Britain 1783-1885

- How was Britain governed and how did democracy and political organisations change and develop?
- What pressures did governments face and how did they respond to these?
- How and with what results did the economy develop and change?
- How and with what results did society and social policy develop?
- How important were ideas and ideology?
- How important was the role of individuals and groups and how were they affected by developments?

### Component 2: American a Nation Divided, c1845-1877.

- The American Republic: the federal government and its relationships with the states; the role of the president; the US constitution and the Supreme Court.
- The Northern states: social, economic and political characteristics.
- The Southern states: social, economic and political characteristics.
- The legacy of the past: the Missouri Compromise; the Nullification Crisis; southern fears of modernisation; the moving frontier.

### Component 3: Historical Investigation

- A personal study based on the topic of your choice. It will take the form of a question in the context of around 100 years.

## Overview:

### Why study History?

It will help to develop your ability to:

- Analyse events, motives, causes and consequences;
- Argue a case coherently and clearly both on paper and orally;
- Research and read widely and independently;
- Use and analyse primary and secondary sources;
- Reach supported judgements on a wide range of historical events and outcomes.

## Structure:

### Course Outline

There are two components that are taught concurrently throughout the course until the exams at the end of Year 13. You will see two teachers during the fortnight and each teacher will deliver a component.

- Component 1: Industrialisation and the people: Britain 1783-1885
- Component 2: American a Nation Divided, c1845-1877.
- Component 3: Historical Investigation.

# ICT



"I've really enjoyed learning about how information is used in the real world, especially through social media as it's great to know how it all works."

Year 13 Student

## Minimum entry requirements:

Grade 4 in iMedia or Computer Science

## Head of Department:

Mr I Martin

## Pathways post 18

The study of Cambridge Technicals ICT can lead to a variety of further studies at University, as well as jobs in areas such as Application Design, IT Infrastructure, Data Analyst, and Emerging Technology Practitioner.

## OCR Cambridge Technicals Level 3 in ICT - Course Content and Method of Assessment:

**Fundamentals of ICT:** Information learnt in this unit will provide a solid foundation in the fundamentals of hardware, networks, software, the ethical use of computers and how business uses IT.

**Assessment:** 1 hours and 30 minutes written paper.

**Global Information Systems:** This unit will provide students with a greater understanding of how organisations use information sources both internally and externally and the types of information you will encounter.

**Assessment:** 1 hours and 30 minutes written paper.

**Virtual and Augmented Reality:** Students will learn about both virtual and augmented reality and how they are used, designing and creating a VR/AR resource and will look at future applications for both technologies.

**Assessment:** Non-exam assessment

**Mobile Technology:** Broadens student knowledge and understanding of the wider potential of mobile technologies and the consequences to people and businesses.

**Assessment:** Non-exam assessment

**Social Media Marketing:** Looks at digital marketing as a concept and then offers students the opportunity to explore the possible impacts, both positive and negative, that may be generated by the use of social media as a digital marketing tool.

**Assessment:** Non-exam assessment

## Overview:

### Why study ICT?

This qualification is not just about being able to use computers. Employers have stated that they need people who are able to help them develop their systems or the systems for their customers, use IT as a tool to analyse data and develop applications.

Therefore, this qualification is designed to give learners a range of specialist knowledge and transferable skills in the context of applied IT, providing them with the opportunity to enter an apprenticeship, move directly into employment, or progress to a related Higher Education (HE) course.

## Structure:

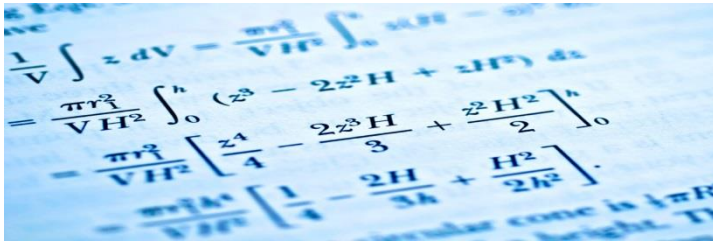
### The course is split in to 5 units:

Learners will take two mandatory units to achieve this qualification, Fundamentals of IT and Global information systems, both of which are externally assessed.

The units provide learners with an insight into the IT sector as they investigate the pace of technological change, IT infrastructure, the flow of information on a global scale and important legal and security considerations.

Learners then take three optional coursework based units in Mobile Technology, Social Media Marketing and Developing a Smarter Planet.

# Mathematics



"I strive on the challenge presented every day by A Level Maths. It has allowed me to develop my analytical skill set by teaching me to approach problems in a logical and methodical manner. What we learn in Maths also underpins most of the key principles from Science subjects and so combining these provides me with a broad understanding of a range of applications."

## Minimum entry requirements:

Five GCSEs grade 4 or above  
Grade 6 or above in Maths

## Head of Department:

Dr N Carr

## Pathways post 18

This course is a highly valued A Level qualification, and it also gives you the building blocks for any further study in a course that depends heavily on mathematical ideas, for example Physics, Engineering, and of course Maths!

## Edexcel Maths Course Content and Method of Assessment:

In Year 12, you will study the course content for AS level mathematics. This will cover Pure Mathematics and Applied Mathematics. The Applied Mathematics content is further split into 2 areas: Statistics and Mechanics. In Year 13, the course is structured in the same way, but the content covered will build on skills and knowledge learnt in Year 12 and prepare you for further study of Maths, or related courses, at university.

The course is assessed through 3 examinations at the end of Year 13. Each examination is 2 hours long and equate to one third of your final grade. Two papers cover the Pure Mathematics content; the third paper covers the Applied content and is split into 2 sections for Statistics and Mechanics. All examinations are calculator papers.

## Overview:

### Why study Maths?

In this course you will develop your mathematical skills from GCSE, and will learn many new and powerful techniques that can be used in many other areas such as Science, Finance, and Computer Programming to name but a few.

You will meet calculus; a powerful technique that deals with how things change, and forms the basis of many "applied" topics, particularly the maths underlying Physics. You will also develop rigour through the concept of proof.

Applied Maths covers "real life" maths. In Mechanics you will study "physics" problems by using Newton's laws of motion. In Statistics you will recap ideas on handling data and probability from GCSE, and you will meet the very important concept of Hypothesis Testing and consider questions like: "Does the MMR vaccine cause autism?"

## Structure:

### Pure Maths:

In Year 12 you will study bridging material from GCSE to A Level study, and this will ensure that you are able use these ideas fluently before moving on to more advanced topics.

In Year 13 you will develop these ideas further and will develop the ideas of rigour and proof.

### Applied Maths:

Although this is a separate module, the emphasis is placed on the application of Pure Maths techniques in the real world. The emphasis is on problem-solving, and how to model real life situations using mathematical models. We also consider the constraints of such models when compared to the real world.



# Media



"Whoever controls the media controls the mind."  
Jim Morrison

## Minimum entry requirements:

Five GCSEs grade 4s.  
Grade 5 in one of the English GCSE examinations

## Head of Department:

Mrs A Barnes

## Pathways post 18

Media Studies at A Level is a recognised academic qualification for university entry as well as providing good practical, creative and social skills for employment opportunities.

## WJEC Eduqas GCE A Level Media Studies

### Course Content and Method of Assessment:

#### Component One

##### Section A (45 marks). Advertising, film, music videos, newspapers.

Two essay questions on communication of meanings, audience responses, theory, social, cultural, political & economic.

##### Section B (45 marks). Advertising, film, newspapers, gaming and radio.

Questions covering both media industries and media audiences.

#### Component Two

##### Section A (30 marks). Two television series.

Questions on any of; communication of meanings, audiences, industries and representations.

##### Section B (30 marks). Two magazines.

Questions on any of; communication of meanings, audiences, industries and representations.

##### Section C (30 marks). Two online media products.

Questions on any of; communication of meanings, audiences, industries and representations.

#### Component Three

Students will be given a brief from which they will choose their preferred choice of practical production in two of three possible platforms; audio-visual, print or online/digital. The finished product will be a substantial submission using two platforms, alongside a written piece of 500 words outlining their aims

## Overview:

### Why study Media?

There are lots of reasons students choose to study media when starting in year 12. Plenty have an interest in the subject – some passionately, some more generally. There are a range of students who have a specific interest in a career, such as gaming, advertising, TV, journalism or radio, and we have a good history of students studying a media-related subject in Higher Education. However, for some, A Level Media Studies is an additional subject, which offers a nice mix or contrast with their other A Level choices, and – crucially – secures all-important grades in this high achieving department and UCAS points for entry into university.

## Structure:

### Meanings and Representations in the Media (30%)

This covers six areas; music videos, video games, advertising and film marketing, newspapers and radio news/current affairs. Particular media texts will be studied in terms of media language, representation, and contextual understanding.

### Media Forms and Products in Depth (40%)

This unit builds on unit 2.1 deepening your understanding, and assesses media language, representation, industry and audience through exploration of set texts in the following industry areas: TV in the digital age, magazines (mainstream and alternative) and media in an online age

### Cross Media Production (30%)

This coursework unit will present a brief, requiring production of two pieces of media, and supporting research and evaluation related to the students response to the brief.



# Music



"BTEC Music is fun and useful course that has taught me a variety of skills that I can apply to lots of areas of my life."

Year 13 Student

## Minimum entry requirements:

### Five GCSE Grade 4s

A background in Music through a prior music course or through performing e.g. instrumental lessons & grades

## Head of Department:

Mrs G Dalglish

## Pathways post 18

The course will prepare learners with the skills needed for higher education courses in Music and jobs related within the music industry sector

## Course Content and Method of Assessment: 4 Units

### BTEC Level 3 National Extended Certificate in Music Performance

**Unit 1** Practical Music Theory and Harmony **Assessment:** Internal Assessment

**Unit 2** Professional Practice in the Music Industry **Assessment:** External Assessment

**Unit 3** Ensemble Music Performance **Assessment:** A task is set and completed under supervision

**Unit 4** Solo Performance **Assessment:** Internal Assessment

## Overview:

### Why study Music BTEC?

BTEC Music Performance is a practical focused music course that allows learners to pursue areas of their own musical interest, as well as developing lots of new and exciting skills. The course is closely linked to the music industry and you will learn lots about how the sector operates today, but also how it has evolved over time.

You will get the opportunity to play a range of musical instruments, work as a soloist or as part of an ensemble, record, edit and produce music, as well as explore some of the fundamentals of traditional and practical music making. This is a chance to engage with a creative and exciting creative art.

## Structure:

**Practical Music Theory and Harmony:** this unit involves understanding signs and symbols used in musical notation, how to apply musical elements to composition, the use of chords and the correct use of notation for musical performances.

**Professional Practice in the Music Industry:** this unit looks at essential skills to be a freelance musician in the industry. You will look at financial management, effective personal skills, working with others and how to survive in a rapidly changing sector.

**Ensemble Music Performance:** this unit will develop your skills to work in an ensemble, as well as deal with the administration behind this

**Solo Performance:** this unit will allow you to explore the skills associated with performing as a soloist, including developing stagecraft and how to prepare for performance

# PE



"The topics covered; psychology, physiology and sport's dynamic relationship with society make the subject really interesting, enjoyable and relevant to my own personal performance as well that of elite performers'

(Year 13 student)

## Minimum entry requirements:

Five GCSEs grade 4s, plus proficient in sport performance or coaching.

## Head of Department:

Mr M. Squires

## Pathways post 18

An A level in PE places you in a great position to progress onto sport related degrees, such as sport science, physiotherapy, strength and conditioning and PE teaching. Although these degrees are course specific, the skills you will learn during the course are beneficial when progressing onto any degree course, with the skills also being highly regarded by many employers.

## Course Content and Method of Assessment:

The course consists of two externally examined papers and two non-examined assessments (NEA).

Component 1: Scientific principles of PE – 2 ½ hour written exam paper worth 40% of the final qualification. The exam is a mixture of short, long answer questions, data analysis and essay questions.

Component 2: Psychology and social principles of PE – 2 hour written paper worth 30% of the final qualification. The exam is a mixture of short, long answer questions, data analysis and essay questions.

Component 3: Practical performance – Internally assessed, moderated by Edexcel, worth 15% of the final grade. Throughout the course you will be assessed in your own centre in your practical performance of your chosen sport, as a performer or coach, in your Performance Analysis and your Performance Development Plan.

Component 4: Performance analysis and performance development programme – Internally assessed, externally moderated by Edexcel, worth 15% of the final grade.

## Overview:

### Why study A Level PE?

The A level PE specification reflects the demands of a truly modern and evolving physical education and sporting environment. The qualification enables you to apply yourself and gives you the skills to succeed in your chosen pathway, whether it is sport specific or not. This course will give you the opportunity to learn about the world of Sport and Physical Education. You will be given the opportunity to develop your research and investigation skills. If you enjoy keeping up to date with national and international sporting issues, performing and developing your practical performance, working strategically and making decisions, communicating and explaining your ideas, independent thinking, reflective learning and problem solving, this course is for you.

## Structure:

**Component 1-** you will study the physiological and biomechanical workings of the body. You will be introduced to the anatomical make-up of a performer and how this works alongside training, nutrition and recovery to impact on performance.

**Component 2** - you will develop knowledge of the psychological and social principles that underpin physical education and sport. You will explore the role that sports psychology has in facilitating optimal sporting performances.

**Component 3** - you will develop your practical skills in the role of either a player or a coach. You will demonstrate a range of skills, tactics and strategies or compositional ideas while under pressure, in both a conditioned practice and a formal/competitive situation.

**Component 4** - you will undertake an independent study to complete a Performance Analysis and a resulting Performance Development Programme (PDP) in your chosen sport as a performer or coach.

# Philosophy, Ethics and Religion



"I really enjoy the subject because it's really interesting to see how religion, philosophy and ethics all link together and it's really fascinating in general to look at things we thought we knew about, in more detail, and find that they're actually very different from what we first thought."  
 "The theories we have studied have helped me to challenge others in their thinking, it's challenging but lots of fun at the same time."

## Minimum entry requirements:

Five GCSEs grade 4s.  
 Grade 5 in one of the English GCSE examinations

## Head of Department:

Ms J Slatter

## Pathways post 18

The study of PER at A Level is a valued academic qualification leading to a wide range of university study or careers. It is regarded as valuable preparation for HE due to the critical thinking/ writing skills gained on the course. It is also beneficial for many careers including law, public services, nursing, teaching, journalism and those requiring understanding of ethics such as medicine or research.

## EDUQAS A Level Religious Studies: 2 year linear course Course Content and Method of Assessment:

### Component 1: A Study of Religion - Christianity.

Religious figures and sacred texts. Religious concepts and religious life. Significant social and historical developments in religious thought. Religious practices that shape religious identity.

**Assessment:** 1 written exam- 2hr A Level-33 1/3%

### Component 2: Philosophy of Religion

Arguments for the existence of God. Challenges to religious belief. Religious Experience. Religious Language.

**Assessment:** 1 written exam- 2hr A Level-33 1/3%

### Component 3: Religion and Ethics

Ethical thought. Deontological Ethics. Teleological Ethics. Determinism and Free will.

**Assessment:** 1 written exam- 2hr A Level-33 1/3%

## Overview:

### Why study Religious Studies?

A Level Religious Studies encourages learners to develop their interest in the rigorous study of religion and belief and relate it to the wider world. The course presents religious, philosophical and ethical concepts that students will find accessible, engaging and relevant to many modern issues. Philosophy, Ethics and Religion is both captivating and challenging and we aim to develop students' interest and enthusiasm for the subject. We aim to advance their understanding and appreciation of religious, ethical and philosophical thought and its contribution to individuals, communities and societies.

We aim to develop skills the skills of analysis, problem solving, communication and critical/ logical thinking which are essential in many occupations. Equally, the study of PER provides a sound basis for success in any course in Higher Education with the Russell Group of top U.K. Universities describing the RS A level as 'suitable preparation for university generally'.

## Structure:

**In year 12** we are introduced to a range of philosophical, ethical and religious concepts and debates to analyse and evaluate.

**Christianity:** Birth narratives/ Resurrection, identity through diversity in baptism

**Philosophy of Religion:** Cosmological and Teleological arguments for the Existence of God. Problem of Evil. Religious Experience.

**Religion and Ethics:** Ethical Language and Thought. Natural Law. Fletcher's Situation Ethics. Utilitarianism.

**In year 13** we develop the themes looking at them from many different perspectives.

**Christianity:** Two views of Jesus, feminist theology, challenges form secularism and science

**Philosophy of Religion:** Belief as Product of the Human Mind (Freud and Jung). Atheism. Religious Language.

**Religion and Ethics:** Ethical Language and Thought. Deontological Ethics. Teleological Ethics. Free will and Determinism.

# Photography



"Photography is the only language that can be understood anywhere in the world"

Bruno Barbey

## Minimum entry requirements:

Five GCSEs grade 4s.

## Head of Department:

Miss C Simpson

## Pathways post 18

It will be an advantage to have photography A Level for all practical degree courses will require it e.g. ceramics, furniture design, fashion, theatre design, graphic design, fine art, medical illustration, illustration, etc. Photography is also desirable for cultural studies courses, art history, computer design, media film and advertising etc. Any employer looking for someone with good presentation skills, and the ability to analyse, research and communicate ideas and think creatively would value a candidate with A Level Photography.

## AQA Art and Design Photography Course Content and Method of Assessment:

### Areas of study

You are required to work in one or more area(s) of photography, such as those listed below. You may explore overlapping areas and combinations of areas:

- portraiture
- landscape photography (working from the urban, rural and/or coastal environment)
- still life photography (working from objects or from the natural world)
- documentary photography, photojournalism

### Skills and techniques

You will be expected to demonstrate skills, in all of the following:

- the ability to explore elements of visual language, line, form, colour, pattern and texture in the context of photography
- awareness of intended audience or purpose for their chosen area(s) of photography
- the ability to respond to an issue, theme, concept or idea, or work to a brief or answer a need in photography
- appreciation of viewpoint, composition, aperture, depth of field, shutter speed and movement
- appropriate use of the camera, film, lenses, filters and lighting for work in their chosen area(s) of photography
- understanding of techniques related to the production of photographic images and, where appropriate, presentation and layout.

### Overview:

#### Why study Photography?

You will be introduced to a variety of experiences that explore a range of photographic media, techniques and processes.

You will use sketchbooks to underpin your work where appropriate. You may wish to develop your drawing skills in order to produce storyboards, thumbnail sketches and/or diagrams, where appropriate.

You will use digital techniques to produce images.

You will be taught how to evidence the four assessment objectives to be demonstrated in the context of the content and skills presented and of the importance of process as well as product.

### Structure:

This course is broken down into two clear component parts the Personal Investigation and the Externally Set Assignment.

#### Component 1: The Personal Investigation:

This unit is made up of an extended practical project on a theme of your choice with a written element of between 1000-3000 words to support it.

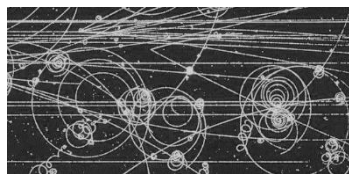
#### Component 2: The Externally Set Assignment:

You will be given a paper in which you can select one theme and complete your own response from this. There will be a 15 Hour controlled assessment at the end of this project where you need to produce a piece of work under exam conditions.

# Physics



*From the Bay to beyond,  
making Science real!*



"Physics is great because we cover the big questions of the universe"

Year 13 student

## Minimum entry requirements:

Grade 6 in Physics/ Combined Science & Grade 6 in Maths

## Head of Department:

Miss H Black

## Pathways post 18

Degree/ HND courses in Sciences, Engineering and Medicine  
Careers/ Apprenticeships in Science and Industry.

## OCR Physics A

### Course Content and Method of Assessment:

**01 Modelling Physics** ( 2 hours 15 minutes) – 37% of total - covers Modules 1,2,3 & 5

**02 Exploring Physics** ( 2 hours 15 minutes) – 37% of total - covers Modules 1,2,4 & 6

**03 Unified Physics** ( 1 hour 30 minutes) – 26% of total - covers all Modules

**3. Practical Endorsement** (no exam) – Reported separately\*

\*Needed for university science courses

## Overview:

### Why study Physics?

Physics A Level is one of the most universally accepted qualifications for progression to apprenticeships and university for a range of Science subjects including Physics, Engineering, Medicine and Geological Sciences. The course content covers the basis of how things work, from the constituent parts of atoms out to the extent of the universe. You will integrate the concepts studied with a range of practical experiments throughout each topic giving the course both an academic and practical focus. You will learn to apply your knowledge of the key concepts to solve problems in a range of different contexts and applications.

## Structure:

### Six Teaching Modules

1. Practical Skills (covered throughout)
2. Foundations of Physics (covered throughout)
3. (Year 12) Force and motion
4. (Year 12) Electrons, waves and photons
5. (Year 13) Newtonian world and Astrophysics
6. (Year 13) Particles and medical physics



# Product Design

James Dyson

"Design and technology is a phenomenally important subject. Logical, creative and practical, it's the only opportunity students have to apply what they learn in maths and science - directly preparing them for a career in engineering".



## Minimum entry requirements:

5 GCSE's including English and Maths  
Grade 4 in Art or Design Technology

## Head of Department:

Miss J Mitchell

## Pathways post 18

This course is designed for students wishing to gain employment in the Creative or Technical Industries. An 'A' level in Product Design could lead you to progress to university to study a degree in design, manufacture or engineering or to a wide range of degree level apprenticeships or careers within the industry.

## Course Content and Method of Assessment:

Exam 50% - Paper 1 Technical Principals 30% Paper 2 Designing and Making Principals 20%  
NEA 50% - Design and Make task

Exam Board: AQA

## Overview:

A-level Design and Technology: Product Design requires students to engage in both practical and theoretical study. The specification requires students to cover design and technology skills and knowledge. They will investigate historical, social, cultural, environmental and economic influences on design and technology, whilst enjoying opportunities to put your learning in to practice by producing prototypes of your choice. You will gain a real understanding of what it means to be a designer, alongside the knowledge and skills sought by higher education and employers.

## Structure:

Paper 1 - Technical principals will test knowledge on: materials and their finishes, the use of computers in design and technology, manufacturing systems, modelling and production planning, product development and improvement and health and safety

Paper 2 - Designing and making principals with test knowledge on: Design methods, design theory, designers and design movements, analysis, social and economic influences, quality control and quality assurance and standards for designing.

NEA - With reference to the context, students will develop a specific brief that meets the needs of a user, client or market. They must then produce a final prototype based on the design brief they have developed, along with a written or digital design folder or portfolio. This folder should not exceed 45 pages.



# Psychology



"Psychology has been very enjoyable and informative. It has been really interesting learning about the different approaches to psychology and comparing them. It is easy to apply therapies to real life situations and the optional topics stimulate great discussions.'

(Year 12 student)

## Minimum entry requirements:

Five GCSEs grade 4s, plus at least a 5 in both Maths and English.

## Head of Department:

Mr A. Armitstead

## Pathways post 18

An A level in Psychology is a massive advantage in life as it allows for a deeper understanding of behaviour. It leads into further study in a plethora of areas such as social work, criminology, sport and education where students will find numerous post graduate employment opportunities.

## Course Content and Method of Assessment:

**Component 1:** Psychology past to present - Compulsory questions relating to five psychological approaches, classic pieces of research evidence and a contemporary debate.

Written examination of 100 marks comprising 33.3% of final grade in 2 hours 15 minutes.

**Component 2:** Investigating behaviour – principles of research, personal investigations and application of research methods to a novel scenario.

Written examination comprising compulsory and optional questions of 100 marks making up 33.3% of the qualification in 2 hours and 15 minutes

**Component 3:** Implications in the real world

Applications - A choice of three structured questions from six on psychological behaviours.

Controversies - One question from a choice of two, requiring a synoptic exploration of psychological controversies.

Written examination comprising compulsory and optional questions of 100 marks making up 33.3% of the qualification in 2 hours and 15 minutes

## Overview

### Why study A Level Psychology?

The A level Psychology specification reflects the demands of a truly modern and evolving environment. The qualification enables you to apply yourself and gives you the skills to succeed in your chosen pathway, whether it is psychology specific or not. This course will give you the opportunity to learn about the world of Psychology and all related specialisms. You will be given the opportunity to develop your research and investigation skills. If you enjoy keeping up to date with modern issues, critically examining the reasons for behaviour, understanding the nature and extent of mental afflictions, exploring the effectiveness of treating mental disorders, working strategically and making decisions, communicating and explaining your ideas, independent thinking, reflective learning and problem solving, this course is for you.

## Structure:

**Component 1-** you will study the five approaches to psychology (behavioural, psychodynamic, biological, cognitive and positive). You will be able to describe the assumptions, one therapy, classic evidence and a contemporary debate for each approach as well as being able to identify strengths and weaknesses and compare with other approaches.

**Component 2** - introduction to the methodologies used by psychologists and to gain an appreciation of the impact of choices made on the outcomes of the research. Learners should appreciate the limitations of scientific research and when dealing with the complexities of humans as test material, there are several issues which need to be considered. To contextualise some aspects of research methods learners are required to consider the methodologies used by both social and developmental psychology.

**Component 3** - you will develop your understanding of four areas: autism, criminal behaviour, schizophrenia and stress. You will explore the five classic controversies in psychology (culture, ethics, animals, science and sexism).

# Sociology



"Sociology is a fascinating subject, which holds the power to change the way that we view society."

Current Year 13 Student

## Minimum entry requirements:

Five GCSEs grade 4.  
Grade 5 in English Language

## Pathways post 18

You could follow a degree in sociology, social work, law, teaching, advertising, criminology or go into police work, human resources, the care sector or youth work.

## Head of Department:

Mr P Casson

## EDUQAS Sociology A level

### Course Content and Method of Assessment:

**Component 1:** Section A - Culture, Socialisation and Identity, Section B - Families and Households, Section C - Education

**Assessment:** Written Exam: 2 hours 30 minutes.

**Component 2:** Research Methods

**Assessment:** Written exam: 1 hour 45 minutes

**Component 3:** Section A - Social Inequality, Section B - Crime and Deviance

**Assessment:** Written exam: 2 hours 30 minutes

Within each course component you will study a range of topics looking closely at the research and statistics behind the sociological theories and thinking which underpin each one.

## Overview:

### Why study Sociology?

Sociology is a fascinating subject which looks at the big questions like, 'what causes criminal behaviour?' 'why is there inequality in the world?' and 'what are the things that define us as people?'

Sociology is the study of groups, or societies, and it helps us to understand the very things which influence our whole world.

Sociology will teach you how to analyse data critically and make judgements based on research.

You will also learn how the work of sociologists has helped to shape the laws of our country and you will develop analytical skills which allow you to compare and evaluate a wide range of sociological theories that have shaped the whole world.

## Structure:

### The course is broken down into 3 components:

Each component covers a broad range of sociological topics including:

**Component 1:** Norms and Values, Disability, Identity, Feminism, Family Diversity, Relationships Between Parents and Children, The Role of Education, Impact of Educational Policies on Equality.

**Component 2:** Research Methods, Research Design.

**Component 3:** Age Inequality, Class Inequality, Gender Inequality, Crime Statistics, Theories of Crime, Green Crime, Corporate Crime, the Role of the Criminal Justice System.

# Level 3 Diploma in Sport and Physical Activity



“OCR Cambridge Technical Level 3 Diploma in Sport and Physical Activity allows me to learn about all the aspects of sport, developing my passion of the subject further, in an engaging and practical environment.”

Year 12 student

## Minimum entry requirements:

Five GCSEs grade 4s

## Head of Department:

Mr M Squires

## Pathways post 18

This course is a valued academic qualification and can lead to a wide range of university study, apprenticeship and employment opportunities. Especially if you are interested in careers in sports development, competition manager, sports coaching, physiotherapy, teaching, sports management, sports journalism, fitness instructing, working in a leisure centre or lifeguarding.

## OCR Cambridge Technical Level 3 Diploma in Sport and Physical Activity

### Course Content and Method of Assessment:

Externally examined units (with a possibility of a resit, if required):

Unit 1: Body Systems & the Effects of Physical Activity - 1hr 30min external exam, multiple choice questions, short answer questions and questions requiring more extended responses.

Unit 3: Sports Organisation & Development - 1hr external exam comprises short answer questions and questions requiring more extended responses

Unit 4: Working Safely in Sport, Exercise, Health & Leisure - 1hr external exam, short answer questions and questions requiring more extended responses

Internally assessed units, using a variety of methods and externally moderated by OCR:

Unit 2: Sports Coaching & Activity Leadership

Unit 5: Performance Analysis in Sport & Exercise

Unit 8: Organisation of Sports Events

Unit 11: Physical Activity for Specific Groups

Unit 13: Health & Fitness Testing for Sport & Exercise

Unit 17: Sports Injuries and Rehabilitation

Unit 18 Practical Skills in Sport

Unit 19: Sport & Exercise Psychology

## Overview:

### Why study a Cambridge Technical Level 3 Diploma in Sport and Physical Activity?

This is a course for those pupils who love and have a passion for sport. It will give you an understanding of sport in the wider contexts of coaching, anatomy and physiology, the structure of sport in the UK and the organisations involved, the effects of physical activity on the body and safe practice in sport and leisure. You also will develop transferable skills such as planning, communication, adaptability and leadership.

## Structure:

The course lasts for two years and is worth the equivalent of two A-Levels. You will study a range of topic areas, completing up to four units each term. You will be required to participate practically, as well as research and complete written assignments. Employer engagement for each unit links in real life examples of how the course criteria is relevant.

Each unit is graded PASS, MERIT or DISTINCTION.

# Travel and Tourism



“To travel is to live” – Hans Christian Anderson

Traveling – it leaves you speechless, then turns you into a storyteller” – Ibn Battuta

**NEW THIS YEAR!**

## Minimum entry requirements:

Five GCSEs grade 4s.  
Grade 4 in English Language

## Head of Department:

Mrs K. Korab

## Pathways post 18

Taking BTEC Travel and Tourism is a great thing to do if you have aspirations of one day traveling or working within the travel industry. It is also the first step on understanding how travel and tourism can be sustainable to significantly reduce or carbon footprint and look after the world for future generations

## Course Content and Method of Assessment:

The course is split into four units of study, examined throughout the course in a mixture of controlled assessment and external examination

### Unit 1: The World of Travel and Tourism (external written examination)

The travel and tourism industry in the UK is growing and is of major importance to the economy. This unit explores the importance of this tourism and factors that can impact on it. It also investigates how companies can adapt their products and services but also collaborate to offer better quality or variety of products/services to customers.

### Unit 2: Global destinations (external set task)

This unit investigates the location and features of global destinations and explain the features that give appeal to global destinations and support different types of tourism. It also explores consumer trends and the reasons the popularity of global destinations may change.

### Unit 3: Principles of Marketing in Travel and Tourism (internal)

This unit develops involves planning and producing a promotional campaign for a new travel and tourism product or service. This must meet the expectations of the customers effectively.

### Unit 9 Visitor Attractions

This unit investigates visitor attractions and the different ways they are funded. It explores what is meant by the visitor experience and how visitor attractions develop, diversify and use technology in order to meet the needs of their different types of visitors.

## Overview:

### Why study Travel and Tourism

A qualification in Travel and Tourism gives you a chance to gain greater understanding of the role that the travel and tourism industry has to play on society and develops key skills and principles to work in the glamorous world of travel, tourism and hospitality, one which can afford you the opportunity to travel the world, visit exotic locations and get paid for it!

## Structure:

### Unit 1: External examination

1.5 hour paper

### Unit 2: Set task

Assessed under supervised conditions. Learners will be given information two weeks before a supervised assessment period to carry out research. The supervised assessment period is a maximum of three hours

### Unit 3: synoptic internal assessment

Divided into four tasks

### Unit 4: Internal assessment

Divided into two tasks