

# Morecambe Bay Sixth Form Courses

## Art

### 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.

“

“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

”



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# Morecambe Bay Sixth Form Courses

## Biology

### Minimum entry requirements:

GCSE Grade 6 in Science/Triple Biology

### Head of Department:

Mrs V Bradley

### 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 through Module 1. 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

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

#### Practical Endorsement in Biology

Non-exam assessment in lessons.

### 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:

#### Structure: Year 12 will cover

Module 1: Practical skills

Module 2: Foundations in biology

Module 3: Exchange and transport

Module 4: Biodiversity, evolution and disease

#### Year 13 will cover

Module 1: Practical Skills

Module 5: Communication, homeostasis and energy

Module 6: Genetics, evolution and ecosystems.



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

Year 12 Student



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# Morecambe Bay Sixth Form Courses

## Business

### 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.



"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



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# Morecambe Bay

## Sixth Form Courses

### BTEC Business

<b>Minimum entry requirements:</b>
Sixth form entry
<b>Head of Department:</b>
Mrs K. Korab

<b>Pathways post 18</b>
The study of Business at KS5 relates directly to the skills needed for higher education or working within industry. The qualification has a mixture of theory and practical application and has the exciting unit about personal finance so will equip any young person with the skills to manage their money.

<b>BTEC National in Business</b>
<b>Content and Method of Assessment:</b>
<b>Exploring Business – Unit 1</b> This unit considers how different businesses operate to meet their aims and how the external environment can impact on their activities. It explores how businesses innovate to ensure they remain successful
<b>Assessment:</b> Internal portfolio of work (25% Marks)
<b>Developing a marketing campaign – Unit 2</b> Students must recommend and justify a marketing campaign for a given business. This is after analysing market research and considering the target audience, purpose and appropriateness of their design
<b>Assessment:</b> External set assignment completed within a 3-hour supervised assessment window (25% marks)
<b>Personal and Business Finance – Unit 3</b> This unit explores how businesses manage their finances to increase their financial success and give them more opportunities. Alongside this is, the unit also investigates personal finance and what to expect when you become financially independent.
<b>Assessment:</b> External exam- 2 hours (25%)
<b>Recruitment and Selection Process – Unit 8</b> This involves investigating the recruitment and selection process for business and the importance of getting the right Human resources. The students will then undergo the process themselves to develop their employability skills
<b>Assessment:</b> Internal portfolio of work (25%)

<b>Overview:</b>
<b>Why study Creative digital media?</b>
This qualification is ideal for learners who have previously completed the BTEC Enterprise course in KS4 and have a real interest in the business world. The course has a variety of elements that develop many different skills so that students will be challenged throughout the course
The marketing unit allows students to be innovative and creative with the marketing campaign they recommend. The recruitment process means that students can practice and develop their interview skills ready for job, university or further study applications.
This course is ideal for learners who are considering a Business IT career or looking at careers such as finance, marketing, HR or management.

<b>Structure: The course is split into 4 units:</b>
This course is broken down into four clear units
<b>Unit 1: Exploring Business</b>
In this unit, you will gain an overview of the key ingredients for business success, how businesses are organised, how they communicate, the characteristics of the environment in which they operate, and how this shapes them and their activities.
<b>Unit 2: Developing a marketing campaign</b>
You will use given market research data and other information to make recommendations about the type of marketing campaign that a business should undertake.
<b>Unit 3: Business and Personal finance</b>
This unit includes aspects of both personal and business finance. Business finance looks at how a business manages their finances to gain stability and future success. Personal finance involves the understanding of why money is important and how managing your money can help prevent future financial difficulties.
<b>Unit 8: Recruitment and Selection</b>
This looks at the process taken to gain employment and how techniques can be used to get the best employees. Students will undertake the process themselves to prepare themselves for future employment



# Morecambe Bay Sixth Form Courses Chemistry

## Minimum entry requirements:

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

## Head of Department:

Mrs V Bradley

## 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

#### 4. Practical Endorsement

#### 5. (no exam)

Reported separately\* \*Needed for university science courses

## Overview:

### Why study Chemistry?

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. (covered throughout) Practical Skills
2. (covered throughout) Foundations of chemistry
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



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



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# Morecambe Bay Sixth Form Courses Computer Science

## Minimum entry requirements:

Grade 5 in both GCSE Computer Science and Maths

## Head of Department:

Mrs K. Korab

## 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 courses such as Cyber Security, Networking, Software Development and Engineering.

## AQA GCE Computer Science (7517)

### Content and Method of Assessment:

#### 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 (40% Marks)

This paper tests the students ability to program, as well as their theoretical knowledge of computer science.

#### Computer Systems

**Assessment:** 2 hours and 30 minutes written paper (40% Marks)

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.

#### Non – exam assessment (20%)

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

## 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:

This course is broken down into three clear component parts

### Paper 1:

Algorithms and programming component relate principally to problem solving skills needed by learners to apply the knowledge and understanding encountered.

### Paper 2:

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

### NEA:

Programming project component is a practical based assessment with a task that is produced in an appropriate programming language of the learners or teacher's choice



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

Year 13 Student



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# Morecambe Bay

## Sixth Form Courses

### Creative digital media

#### Minimum entry requirements:

Sixth form entry

#### Head of Department:

Mrs K. Korab

#### Pathways post 18

The study of Creative digital media at KS5 relates directly to the skills and understanding needed for higher education or working within the IT industry. As the qualification is developed with employers the skills are valued and equip them in future employment and give students planning skills needed to work in teams through a media project.

#### BTEC National in Creative Digital Media Content and Method of Assessment:

##### Media representations – Unit 1

This unit considers how different media representations are constructed by media producers to create meaning, messages and values.

**Assessment:** External written paper - 2 hours (25% Marks)

##### Pre-production portfolio – unit 4

Learners study the requirements of planning and delivering a digital media product, carrying out essential pre-production tasks and creating a pre-production portfolio

**Assessment:** Internal portfolio of work (25% marks)

##### Responding to a commission – unit 8

This unit considers the commissioning process and how media producers respond to clients by generating ideas using a range of skills.

**Assessment:** External set assignment completed within an assessment window. (25% marks)

##### Digital Games Production – unit 13

Learners will understand game genres and the principles of game design. Learners will design and make a digital game.

**Assessment:** Internal design and creation (25%)

#### Overview:

##### Why study Creative digital media?

This qualification is ideal for learners who have previously completed the I-Media course in KS4 and have a real interest in the digital industry and working within it. The course has a real mix of the theory behind the industry and the practical skills needed to operate in it.

The practical elements allow students to challenge themselves with being creative, solving problems and creating products that customers want.

This course is ideal for learners who are considering an IT career or looking at careers such as game production and media production.

#### Structure: The course is split in to 4 units:

This course is broken down into four clear units

##### Unit 1: Media representations

How different sectors construct their media to give specific and direct messages and meaning and convey their values.

##### Unit 4: Pre-production portfolio

Students will plan the production of a digital media product and will propose the product and the stages to take it to creation

##### Unit 8: Responding to a commission

Students will generate a proposal of a product that suits the needs of the customers. They will consider the media, message, audience, cost and competition

##### Unit 13: Digital games production

After looking at the key features of games and their features, students will design and create their game concentrating on the graphics and design



# Morecambe Bay Sixth Form Courses

## Criminology

<b>Minimum entry requirements:</b>
5 grade 4s at GCSE.
<b>Head of Department:</b>
Mrs L Cummings (Acting)

<b>Pathways post 18</b>
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.

<b>WJEC Criminology Level 3 Diploma Course Content and Method of Assessment:</b>	
<b>Unit 1</b>	<b>Unit 3</b>
Changing Awareness of Crime Assessment: Internal controlled assessment- 25%	Crime Scene to Courtroom Assessment: Internal controlled assessment- 25%
<b>Unit 2</b>	<b>Unit 4</b>
Criminological Theories Assessment: 1.5 hour written examination- 25%	Crime and Punishment Assessment: 1.5 hour written examination- 25%

<b>Overview:</b>
<b>Why study Criminology?</b>
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.

<b>Structure:</b>
<b>Unit 1 and 2 in year 12 we look at:</b>
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?
<b>Unit 3 and 4 in year 13 we look at:</b>
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?



"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."



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# Morecambe Bay Sixth Form Courses

## Dance

### Minimum entry requirements:

5 GCSEs 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)



"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."



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# Morecambe Bay Sixth Form Courses

## English Language

### Minimum entry requirements:

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

### Head of Department:

Miss H Doyle (Acting)

### 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:

1. **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.
2. **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.
3. **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 originally and creatively, as well as investigating an area of the English Language.



"A Level English is nothing like GCSE. I love learning about how males and females speak differently and how accents are an important part of your identity. This A Level has made me more aware of the underlying meaning behind words and how all people use language differently in everyday contexts."



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# Morecambe Bay Sixth Form Courses

## English Literature

### Minimum entry requirements:

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

### Head of Department:

Ms H Doyle (Acting)

### 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:

#### 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:

- Two conventional essays
- 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, Othello, 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 Tony Harrison's poetry, 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).



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

Year 13 student



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# Morecambe Bay Sixth Form Courses

## French

### 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

'L'étranger' by Albert Camus



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

Year 12 student



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# Morecambe Bay Sixth Form Courses

## Geography

### Minimum entry requirements:

Five GCSEs Grade 4.  
Grade 5 Geography

### Head of Department:

Ms Norman  
Mrs Ashworth (Acting Head)

### 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.

**Component 1:** Changing Landscapes and Changing Places. Written exam 1 hour 45 minutes. 20.5% of qualification

**Component 2:** Global Systems and Global Governance. Written examination 2 hours. 27.5% of qualification

**Component 3:** Contemporary Themes in Geography. Written Examination 2 hours 15 minutes. 32% of qualification

**Component 4:** Independent investigation. Non-exam assessment: 3000-4000 words. 20% of qualification

### Overview:

#### Why study Geography?

It will help to develop your ability to:

- Develop knowledge of locations, places, processes and environments, at all geographical scales from local to global.
- 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.

### Structure:

#### Course Outline

This specification is divided into a total of five units that are covered during Year 12 and Year 13. Geography is studied as Human Geography and Physical Geography.

- Unit 1: Changing Landscapes – Coastal Landscapes
- Unit 2: Changing Places – Connections & Representations
- Unit 3: Global Systems & Global Governance – Water and Carbon Cycles & Global Migration and Global Governance.
- Unit 4: Contemporary Themes in Geography – Tectonic Hazards, Energy Challenges & Weather and Climate
- Unit 5: Independent Investigation – based on primary and secondary collection of data

“

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

Year 13 student

”



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# Morecambe Bay Sixth Form Courses

## Health and Social Care

### Minimum entry requirements:

5 GCSEs at a Grade 4.

### 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

2 exams (40%)

2x coursework (60%)

Exam Board: Edexcel

### Overview:

#### Why study Health and Social Care?

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)

### Structure:

#### The following units will be completed

**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

“

‘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.’

”



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# Morecambe Bay Sixth Form Courses

## History

### Minimum entry requirements:

Five GCSEs Grade 4.  
Grade 5 History.

### Head of Department:

Ms Norman  
Mrs K Hill (Acting)

### 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:

#### Industrialisation and the people: Britain, c1783–1885

This option allows students to study change, continuity, cause and consequence in this period through the following key questions:

- 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 as the role of individuals and groups and how were they affected by developments?

The course examines the following:

- impact of industrialisation in Britain, c1783–1832 and the pressure for change, c1783–1812
- Government and a changing society, 1812–1832
- the Age of Reform: Britain, 1832–1885
- Political change and social reform, 1832–1846
- Economy, society and politics, 1846–1885

#### America: A Nation Divided, c1845–1877

This option provides for the study of a period of major change in American history, which saw the disintegration of the country into Civil War, demanding a subsequent reconstruction. It explores concepts such as political authority, abolitionism and social justice. It also encourages students to consider what creates social tension and harmony, the idea of nationhood and the issues surrounding political compromise.

The course examines the following:

- the origins of the American Civil War, c1845–1861
- North and South in c1845
- Attempts to maintain the Union, c1845–1854
- The outbreak of Civil War, 1854–1861
- Civil War and Reconstruction, 1861–1877

#### Component 3: Historical Investigation

- A personal study based on one question chosen from three different topics. 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 c1783 - 1885
- Component 2: America: A Nation Divided, c1845 - 1877
- Component 3: Historical Investigation.



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

Year 13 Student



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# Morecambe Bay Sixth Form Courses

## Mathematics

### Minimum entry requirements:

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

### Head of Department:

Mrs R Daglish

### 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.

**Students will be given the chance to get an AS grade in maths at the end of Y12. This will be assessed through two exam papers: 1 Pure and 1 Applied**

### 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.



"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."



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# Morecambe Bay Sixth Form Courses

## Music

### 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 Dalgleish

### 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



"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



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# Morecambe Bay Sixth Form Courses

## Performing Arts

### Minimum entry requirements:

5 GCSEs at 4 or above

Previous Creative Arts Experience is essential

### Head of Department:

Mrs. Baines/Mrs. Dalglish

### 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 Performing Arts Degree qualification. Many students also choose to audition for Professional Performing Art Schools/Companies and this qualification is also well recognised by all establishments.

### RSL Level 3 Extended Diploma CAPA - Musical Theatre Course Content and Method of Assessment:

The Rock School Live Extended Diploma in Creative and Performing Arts (Musical Theatre) covers various aspects of the performing arts industry over seven units. Students will study all three artforms across the 2 years. Students will explore dance as an ensemble group piece, they will then mirror this by completing a group ensemble music piece. Within acting students will explore the different approaches to acting and then through the use of all three disciplines will develop their own musical theatre performance. Over the 2 years students will explore the industry of performing arts and create their own marketing tools, researching the various career opportunities for them in order to prepare them for the industry. All units are coursework based and the final performance preparation externally assessed unit is a practical exam whereby students will design and create performance material in their own personal chosen art form to a brief set by RSL.

**Optional Units we will study:** Ensemble Dance, Musical Theatre Performance, Ensemble Music Performance, planning a Career in Performing Arts & Approaches to Acting

**Exam Externally Assessed Unit:** Performance Preparation

### Overview:

#### Why study Performing Arts?

RSL Extended Diploma Creative and Performing Arts (Musical Theatre) 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 practices, making it relevant, and inspiring a lifelong passion for performing arts. The units allow exploration of the industry and gives 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 generally complete 2 x theory and 2x practical sessions a week.

The students will complete 3 units in Year 12 and 3 further units and the exam unit in Year 13. The Planning a Career unit will run over the 2 years as students develop their knowledge and prepare for the future, this will provide them time to create quality resources they can use to audition in the Performing Arts industry.



“Performing Arts has the power to transform, to illuminate, to educate, inspire and motivate.”



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# Morecambe Bay Sixth Form Courses

## Photography

### 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:

Why study Photography?ments 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.



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

Bruno Barbey



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# Morecambe Bay Sixth Form Courses

## Physics

### Minimum entry requirements:

6 in Physics/ Science & 6 in Maths

### Head of Department:

Mrs V Bradley

### 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

#### 6. 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. (covered throughout) Practical Skills
2. ( covered throughout) Foundations of Physics
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 physicsa



“Physics is great because we cover the big questions of the universe”

Year 13 student



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# Morecambe Bay Sixth Form Courses

## Psychology

### Minimum entry requirements:

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

### Head of Department:

Mrs Lyndsay Cummings (Acting)

### 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:

**Paper 1: Introductory Topics in Psychology-** Social influence, Memory, Attachment, Psychopathology  
written exam: 2 hours,96 marks in total 33.3% of A-level

**Paper 2: Psychology in context-** Approaches in Psychology, Biopsychology, Research methods, Issues and debates in Psychology  
written exam: 2 hours- 96 marks in total-33.3% of A-level

**Paper 3: Issues and Options in Psychology**  
Gender, Schizophrenia and Forensic Psychology  
written exam: 2 hours,96 marks in total, 33.3% of A-level

### 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

**Memory-**You will study; The multi-store model of memory: Types of long-term memory and Factors affecting the accuracy of eyewitness testimony. **Social Influence-** Types of conformity: Conformity to social roles as investigated by Zimbardo.

**Attachment-** Caregiver-infant interactions in humans: Animal studies of attachment. The influence of early attachment on childhood and adult relationships. You will also cover **Psychopathology** including the definitions of brain abnormality.

#### Component 2

You will study the different approaches to psychology (**behavioural, psychodynamic, biological, cognitive and biological**). You will be able to describe the assumptions for each approach as well as being able to identify strengths and weaknesses and compare with other approaches. You will also study **biopsychology** including the divisions of the nervous system and the fight or flight response. You will also study **research methods** and be able to demonstrate knowledge and understanding of scientific processes and techniques of data handling and analysis, be familiar with their use and be aware of their strengths and limitations.

#### Component 3

In this Unit you will study **three issues and debates in Psychology**.

**Gender**, including Atypical gender development

**Eating Behaviours** ,including Psychological explanations for anorexia nervosa:

**Forensic Psychology** which includes, Offender profiling: the top-down approach, including organised and disorganised types of offender.

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



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# Morecambe Bay Sixth Form Courses

## Sociology

### Minimum entry requirements:

Five GCSEs grade 4.  
Grade 5 in English Language

### Head of Department:

Mr P Casson

### 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.

### 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.



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

Current Year 13 Student



**Morecambe Bay**  
Academy

**Belong | Believe | Achieve**

Morecambe Bay Academy  
Dallam Avenue, Morecambe, Lancashire, LA4 5BG

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# Morecambe Bay Sixth Form Courses

## Level 3 Diploma / Ex Certificate in Sport and Physical Activity

### 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 / Ext Certificate 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. (Diploma / Ex Cert)

Unit 3: Sports Organisation & Development – 1hr external exam comprises short answer questions and questions requiring more extended responses (Diploma / Ex Cert)

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

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

Unit 2: Sports Coaching & Activity Leadership (Diploma / Ex Cert)

Unit 5: Performance Analysis in Sport & Exercise (Diploma)

Unit 8: Organisation of Sports Events (Diploma / Ex Cert)

Unit 11: Physical Activity for Specific Groups (Diploma)

Unit 13: Health & Fitness Testing for Sport & Exercise (Diploma)

Unit 17: Sports Injuries and Rehabilitation (Diploma / Ex Cert)

Unit 18 Practical Skills in Sport (Diploma)

Unit 19: Sport & Exercise Psychology (Diploma / Ex Cert)

### 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:

There are 2 possible routes on this course, both lasting two years.

The Diploma is worth the equivalent of two A-Levels and is in 2 option blocks.

Whereas the Ext Certificate is equivalent to one A-Level and in 1 option block.

You will study a range of topic areas. 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.

“

“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

”



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