

Course Level

A level

Awarding Body

AQA

Entry Requirements

6 in Maths & 5 in English

Assessment

All content is assessed by formal written examinations at the end of the course.

Course Description

A qualification in accounting will always be helpful – whether it's used professionally or personally. This course helps students to understand the responsibilities of the accountant and the impacts of their recommendations on the business and the wider environment.

Over the two years, students will build knowledge and understanding of key concepts, principles and techniques that they can apply to real-life scenarios, developing the ability to solve problems logically, analyse data methodically, make reasoned choices and communicate effectively.

Course content

The specification emphasises both **financial accounting** and the recording of past events, and **management accounting** as a means of planning and decision making. Students will also develop an understanding of the principles of ethical behaviour which inform the actions of all those working within an accounting environment.

Topics covered include:

- The double entry model
- Accounting concepts
- Preparation of financial accounts for sole traders, partnerships and limited companies
- Analysis of financial information
- Budgeting
- Costing approaches
- Investment appraisal
- Interpretation, analysis and communication of accounting information
- The impact of ethical considerations

The final examinations will assess students' understanding of the principles of both financial and management accounting as well their ability to apply these to given financial data and business scenarios, and communicate recommendations.

Career and Progression Opportunities

The qualification naturally lends itself to further study in accounting at university or through professional accountancy qualifications sponsored by a specialist accountancy practice or other employer. Equally, the insights into the accounting principles and confidence in analysing and communicating financial data will be welcome additions to the finance function within a range of a business organisations.

Link to specification: <https://www.aqa.org.uk/subjects/accounting/a-level/accounting-7127>

Course Level

A level

Awarding Body

Edexcel

Entry Requirements

Grade 5 in GCSE Art, Textiles or Graphics.

Assessment

- Component 1: Advanced level Art and Design Coursework Portfolio 60%.
- Submission of an essay study of a minimum of 1000 words. Linked to the Personal Investigation and the practical outcomes.
- Component 2: Advanced level Art and Design Externally Set Assignment (15 hour exam) 40%.

Course Description

The Advanced GCE in Art and Design Fine Art course consists of two components, component 1 the Personal Investigation which is 60% of the total qualification and component 2 the Externally Set Assignment which is 40% of the total qualification.

Component 1 incorporates three major elements: supporting studies, practical work and a personal study of a minimum 1000 words of continuous prose.

Work produced will be based around themes developed from given starting points and personal starting points. The purpose of the Personal Investigation is to develop a portfolio of practical work and an essay of a minimum 1000 words of continuous prose that shows critical understanding in relation to the practical portfolio.

The course begins with given starting points set by the school, building on skills acquired during GCSE. As the course develops so does the students ability to work on areas of personal interest and in a more independent fashion.

The personal study will consist of a critical and analytical written piece of continuous prose, making links to the student's own practical investigations, supported by contextual research. The personal study comprises 12% of the final qualification and is marked out of 18. Through the personal study, students will demonstrate understanding of relevant social, cultural or historical contexts. Students will also express personal interpretations or conclusions, and use technical and specialist vocabulary.

The focus of the personal study can be any concept, movement, person, people, artefact(s), or other source of reference. However, it must be related to their own ideas, investigations and practical work.

Component 2

This component incorporates two major elements: preparatory studies and the 15 hour period of sustained focus. The Externally Set Assignment represents the culmination of the GCE Qualification allowing students to draw together all the knowledge, understanding and skills developed throughout. The Externally Set Assignment consists of one broad-based thematic starting point to which students respond by developing a portfolio of practical work and final outcome(s). For example a previous theme was 'Variation and Similarity'.

The Externally Set Assignment comprises an externally set theme with suggested starting points. Students will need to develop their own personal work from this theme and related starting points.

The Externally Set Assignment will be available from 1 February of each year when students will begin their preparatory studies, culminating in the final 15 hour period of sustained focus under examination conditions. The Externally Set Assignment is internally assessed and externally moderated.

Special Requirements

The course requires an enthusiasm for the Visual Arts, imagination and an enquiring mind. Students are encouraged to express their own artistic identity and are expected to work with a high degree of independence and creativity, taking creative risks and exploring their own interests. There is a distinct step up from GCSE in terms of content and skills to study Art and Design at A level.

Students will be required to make frequent trips to museums and galleries making links between their own work and that of relevant professional artists and to record first-hand information using sketchbooks and cameras. Students are expected to commit to four hours a week working independently on their coursework. This may include making visits and time spent in the department developing coursework. All work submitted will be marked by the course teacher and moderated by the examining board.

Career and Progression Opportunities

With a qualification in Art students could go on to higher education, Art Foundation or work in the Art industry. This could include a career in Graphic Design, Product Design, Fashion, Textiles, Ceramics, Glass, Theatre Design, Animation, Computer Aided Design, Architecture, Furniture Design, 3D Design, Digital Media, Fine Art, Photography, Advertising, Interior Design, Prop design and making, set design and many more.

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

6th Art & Design (Textile Design)

Course Level

A level

Awarding Body

Pearson Edexcel

Entry Requirements

GCSE Grade 5 in Art & Design, or Technology Product design, Textiles or Graphics

Assessment

- 60% Coursework - Portfolio + 40% Exam

Course Description

The Advanced GCE in Art and Design Textile Design course consists of two components, component 1 the Personal Investigation which is 60% of the total qualification and component 2 the Externally Set Assignment which is 40% of the total qualification.

For the purposes of the qualification, textile design is sub-divided into the follow three disciplines:

- Textiles for interiors
- Fine art textiles
- Fashion textiles

Component 1

Portfolio- Personal Investigation practical work + Personal Study essay related to practical.

Component 2

Externally set assignment exploring a given theme to produce practical work.

Special Requirements

The course requires an enthusiasm for the Visual Arts, imagination and an enquiring mind. Students are encouraged to express their own artistic identity and are expected to work with a high degree of independence and creativity, taking creative risks and exploring their own interests. There is a distinct step up from GCSE in terms of content and skills to study Art and Design at A level.

Students will be required to make frequent trips to museums and galleries making links between their own work and that of relevant professional artists and to record first-hand information using sketchbooks and cameras. Students are expected to commit to four hours a week working independently on their coursework. This may include making visits and time spent in the department developing coursework.

All work submitted will be marked by the course teacher and moderated by the examining board.

Career and Progression Opportunities

With a qualification in Art students could go on to higher education, Art Foundation or work in the Art industry. This could include a career in Graphic Design, Product Design, Fashion, Textiles, Ceramics, Glass, Theatre Design, Animation, Computer Aided Design, Architecture, Furniture Design, 3D Design, Digital Media, Fine Art, Photography, Advertising, Interior Design, Prop design and making, set design and many more.

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

Course Level

A level

Awarding Body

AQA

Entry Requirements

Triple Science - Grade 6 in Biology

Trilogy Science - 2 x Grade 6's.

Assessment

Internal AS Biology mock examinations at the end of Year 12 (two examinations 1 hour 30 minutes each).

A level Biology = Three examinations (2 hours each) including more 'higher demand' questions and essay style questions.

There is no longer coursework in Biology, instead we complete 12 required practicals which will be assessed in the final written exam. All of these practical activities will lead towards a 'practical endorsement'.

Course Description

Why study Biology?

By studying Biology at A Level students will learn to understand the living world, to sense the wonder of evolution, to catch the excitement of genetic engineering, to think independently, to challenge widely-held beliefs, to appreciate the delicate ecological balance that sustains life on Earth, and to answer fundamental questions like "what is life?" If students enjoyed Biology at GCSE, and would like to delve into it in more depth, then A Level Biology is the course for them.

They will be taught by two different teachers, and teaching will consist of taught sessions, investigations, practical work, discussions and debate, essays, presentations, and a compilation of Independent Learning Tasks (ILT) done during self-study. We want students to thrive in this subject, and as such additionally teach them study tips and exam skills throughout the Biology course.

What will students study on the AQA Biology course?

A Level Biology is a linear course and is assessed at the end of the course. There are three examinations that assess eight topics which include more 'higher demand' questions. There is no longer coursework in Biology, instead we complete twelve required practicals which will be assessed in the final written examination. All of these practical activities will lead towards a 'practical endorsement'.

Where does A Level Biology lead?

The A Level Biology course enables students to develop a wide range of skills including:

- How to collect data and evaluate it.
- How to investigate facts and use deduction.
- How to put over your point of view effectively.
- How to take responsibility for your own learning.

These skills enable students to enter a wide range of courses in different fields. Biology students often go on to study courses such as: Medicine, Dentistry, Veterinary Science, Radiography, Nursing, Chiropractic, Psychology, Forensic Science, Archaeology, Marine Biology, Biological Science, Ecology, Sports Studies, Biochemistry, Zoology and even Teacher training!

Don't worry if you don't yet know what you want to do. A Level Biology provides a useful background to a wide variety of further and higher education courses and we certainly don't expect everyone who takes the course to become a professional biologist.

What are the Entry Requirements?

We recommend two Grade 6's in GCSE Combined Science, or Triple Science including a Grade 6 in Biology. You will also need self-discipline and motivation to succeed. A Level Biology is not an 'easy option'; it requires mathematical skill equivalent to higher tier GCSE Mathematics, together with a good working knowledge of Physics and Chemistry. We recommend that students have a Grade 6 in Maths and English to cope with the demands of the course. However, the most important requirement is an interest in the subject and a desire to learn more. We will provide the rest.

Special requirements

Biology field work at the end of Year 12 with the possibility of a trip to the Epping Forest Field Centre.

Want to know more?

Come and talk to any of the Biology staff at the open evening or in school time, or speak to the current A Level Biology students. We will be happy to answer any questions you have!

Link to specification: <http://www.aqa.org.uk/subjects/science/as-and-a-level/biology-7401-7402>

Course Level

Level 3 A Level

Awarding Body

Edexcel

Entry Requirements

5 in English and Maths

Assessment

3 Externally Examined Papers:

Paper 1: Marketing, people and global businesses (35%)

Paper 2: Business activities, decisions and strategy (35%)

Paper 3: Investigating business in a competitive environment (30%)

Course Description

The Pearson Edexcel Level 3 Advanced GCE in Business is structured into four themes and consists of three externally examined papers. Students are introduced to business in Themes 1 and 2 through building knowledge of core business concepts and applying them to business contexts to develop a broad understanding of how businesses work. Breadth and depth of knowledge and understanding, with applications to a wider range of contexts and more complex business information, are developed in Themes 3 and 4, requiring students to take a more strategic view of business opportunities and issues. Students are encouraged to use an enquiring, critical and thoughtful approach to the study of business, to understand that business behaviour can be studied from a range of perspectives and to challenge assumptions.

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 - will access content across all four themes. Questions will be drawn from local, national and global contexts. For Paper 3, there will be a pre-released context document issued on our website in November of the previous year. A new context will be given to centres each year and will relate to the examination series for the following summer.

The context will focus on a broad context, such as an industry or market in which businesses operate. The question paper will be in two sections.

The first section will focus on the broad context provided. This will be outlined to centres through the pre-released document. Questions will focus on the board context.

Special Requirements: 5 in English and Maths

Career and Progression Opportunities

The A Level Business course gives students the opportunity to gain a nationally recognised qualification to enter employment in the business sector or progress to higher education settings studying any business related degrees at university such as Human Resources, Management, Finance and Marketing.

Link to specification

chrome-extension: //efaidnbmnnnibpcajpcgiclfndmkaj/
<https://qualifications.pearson.com/content/dam/pdf/A%20Level/Business%20Studies/2015/specification-and-sample-assessment-materials/9781446914694-gce2015-a-bus-web.pdf>

Theme 1: Marketing and people	Theme 2: Managing business activities
Students will develop an understanding of: <ul style="list-style-type: none"> meeting customer needs the market marketing mix and strategy managing people entrepreneurs and leaders. 	Students will develop an understanding of: <ul style="list-style-type: none"> raising finance financial planning managing finance resource management external influences.
Theme 3: Business decisions and strategy	Theme 4: Global business
This theme develops the concepts introduced in Theme 2. Students will develop an understanding of: <ul style="list-style-type: none"> business objectives and strategy business growth decision-making techniques influences on business decisions assessing competitiveness managing change. 	This theme develops the concepts introduced in Theme 1. Students will develop an understanding of: <ul style="list-style-type: none"> globalisation global markets and business expansion global marketing global industries and companies (multinational corporations).

6th Business (BTEC Diploma)

Course Level

BTEC Level 3

Awarding Body

Edexcel

Entry Requirements

TPS 34

Assessment

Assessment is criterion referenced, based on the achievement of specified learning outcomes. Each unit has specified criteria which are used for grading. A summative unit grade can be awarded at pass, merit or distinction, distinction star.

The Diploma is equivalent to two A levels.

Course Description

The Edexcel Level 3 BTEC National Diploma in Business consists of six mandatory units, plus a selection of two additional optional units to be completed over two years.

The mandatory units are:

Unit 1: Exploring Business	Unit 4: Managing an Event
Unit 2: Developing a Marketing Campaign	Unit 5: Internal Business
Unit 3: Personal and Business Finance	Unit 6: Principles of Management

There are a wide range of optional units, of which eight have to be completed to gain the diploma. These are related to Accounting, Marketing, Human Resources, Management, Law, Administration, Retail, Logistics and there is also a range of general units, actual optional units to be studied will be chosen according to the needs and abilities of the students.

Assignment	Task	Written Exam
Selected mandatory and all optional units. Programme team creates assignment brief and students carry out set tasks, creating evidence to support a work-related scenario.	Unit 2: Developing a Marketing Campaign Pre-released material includes information about a business for research. Learners will need to apply their knowledge, ideas and skills to plan a marketing campaign, linking its success to the impact on the business.	Unit 3: Personal and Business Finance The written test will cover the purpose and importance of personal and business finance, including the skills and knowledge needed to understand, analyse and prepare financial information.
	Unit 6: Principles of Management Pre-released task-based assessment. Students must synthesise and evaluate information from a business scenario and relate it to how management and leadership practices can create a more effective business and workforce.	
	Unit 7: Business Decision Making Unseen case study or business scenario. Learners will draw from learning from previous mandatory units to an unseen case study scenario using a range of given information to create a business plan.	

Special Requirements

Appropriate work experience, while not a requirement of the course, does enable the learning to be as active, practical and work-related as possible.

Career and Progression Opportunities

The BTEC Nationals in Business have been developed in the business sector and are appropriate for career qualifications in these employment areas. They give students the opportunity to gain a nationally recognised vocational specific qualification to enter employment in the business sectors or to progress to higher education vocational qualifications such as the Edexcel Levels 4 - 7 BTEC Higher National in Business.

Link to specification: <https://qualifications.pearson.com/en/qualifications/btec-nationals/business-2016.html>

6th Business (BTEC Extended Certificate)

Course Level

BTEC Level 3

Awarding Body

Edexcel

Entry Requirements

TPS 34

Assessment

Assessment is criterion referenced, based on the achievement of specified learning outcomes. Each unit has specified criteria which are used for grading. A summative unit grade can be awarded at pass, merit or distinction, distinction star.

The Certificate is equivalent to one A level.

Course Description

The Edexcel Level 3 BTEC National Extended Certificate in Business consists of three mandatory units, plus one additional optional unit to be completed over two years.

The mandatory units are:

Unit 1: Exploring Business
Unit 2: Developing a Marketing Campaign
Unit 3: Personal and Business Finance

There are a wide range of optional units, of which one needs to be completed to gain the diploma. These are related to Accounting, Marketing, Human Resources, Management, Law, Administration, Retail and Logistics. Optional units to be studied will be chosen according to the needs and abilities of the students.

Assignment	Task	Written Exam
Selected mandatory and all optional units. Programme team creates assignment brief and students carry out set tasks, creating evidence to support a work-related scenario.	Unit 2: Developing a Marketing Campaign Pre-released material includes information about a business for research. Learners will need to apply their knowledge, ideas and skills to plan a marketing campaign, linking its success to the impact on the business.	Unit 3: Personal and Business Finance The written test will cover the purpose and importance of personal and business finance, including the skills and knowledge needed to understand, analyse and prepare financial information.

Special Requirements

Appropriate work experience, while not a requirement of the course, does enable the learning to be as active, practical and work-related as possible.

Career and Progression Opportunities

The BTEC Nationals in Business have been developed in the business sector and is appropriate for career qualifications in these employment areas. It gives students the opportunity to gain a nationally recognised vocational specific qualification to enter employment in the business sectors or to progress to higher education vocational qualifications such as the Edexcel Levels 4 - 7 BTEC Higher National in Business.

Link to specification: <https://qualifications.pearson.com/en/qualifications/btec-nationals/business-2016.html>

Course Level

A level

Awarding Body

AQA

Entry Requirements

Triple Science - Grade 6 in Chemistry

Trilogy Science - Two x Grade 6's.

Assessment

Practical Endorsement in Chemistry
(non exam assessment)

12 compulsory practical coursework
activities – pass/fail)

The A level consists of three written 120
minute papers assessing all content
from both years of teaching.

Course Description

This course will try to give students the skills and understanding to determine the way Chemistry affects their everyday life by applying concepts into contemporary areas of Chemistry including: climate change, green Chemistry, pharmaceuticals and Chemistry research.

- Development of practical skills
- Foundations in Chemistry
- Physical Chemistry
- Organic Chemistry
- Inorganic Chemistry

What kind of student is this course suitable for?

To be suitable, students need to:

- Have an interest in and enjoy Chemistry
- Want to find out about how things work in the real world
- Enjoy applying your mind to solving problems

Trips

There are two Chemistry trips on offer to students. The Chemistry lectures trip to the London University, Faculty of Education, gives students an insight into the applications of Chemistry. The overseas trip to The Large Hadron Collider built by the European Organisation for Nuclear Research (CERN), in Geneva, provides an amazing experience to see science in action and links to many aspects of the A Level course.

Career and Progression Opportunities

Whilst many job opportunities specifically using Chemistry require higher qualifications, most laboratory based jobs benefit from a Chemistry qualification, for instance Dental Assistant or Veterinary Assistant. Many employers view success at GCE Chemistry as a clear indication of sound academic ability.

Many university courses have a significant proportion of Chemistry content and a GCE in Chemistry from AQA is excellent preparation for such further study. UK Higher Education institutions currently offer over 200 courses where Chemistry is the primary subject. Often these courses can include an additional year's study, either in industry or at a university abroad. Some courses can include study in other related areas. Examples include:

- Chemistry with Medicinal Chemistry
- Chemistry with Forensic Science and Toxicology
- Chemistry with Pharmacology

Over 500 additional courses contain a notable element of Chemistry as well as allowing a degree of breadth of study. These include:

- Chemistry and Sports Science
- Chemistry and Politics
- Chemistry with Computer Science

In addition a number of other courses either specifically require or find it desirable to have a GCE in Chemistry. These include courses such as Chemical Engineering, Medicine, Veterinary Medicine, Biological Sciences, Environmental Science, Pharmacy and Dentistry.

Link to specification: <https://filestore.aqa.org.uk/resources/chemistry/specifications/AQA-7404-7405-SP-2015.PDF>

Course Level

A level

Awarding Body

OCR

Entry Requirements

Grade 6 in Computer Science or 6 in Maths

Assessment

The A Level in Computer Science is a linear qualification with 100% external assessment. This qualification consists of two examined components (01 and 02), externally assessed by OCR and one internally assessed and moderated non exam assessment component (Programming project). Both examinations are of 2 hours and 30 minutes duration, each with a 40% weighting. The non-exam assessment component weighted at 20%

Course Description

Computer Science is a practical subject where you can apply the academic principles learned in the classroom to real-world systems. It is an intensely creative subject that combines invention and excitement, and can look at the natural world through a digital prism. The A Level in Computer Science will value computational thinking, helping learners to develop the skills to solve problems, design systems and understand the power and limits of human and machine intelligence.

The aims of this qualification are to enable learners to develop:

- An understanding and ability to apply the fundamental principles and concepts of computer science, including: abstraction, decomposition, logic, algorithms and data representation .
- The ability to analyse problems in computational terms through practical experience of solving such problems, including writing programs to do so.
- The capacity to think creatively, innovatively, analytically, logically and critically.
- Mathematical skills.

Special Requirements

You are required to have a minimum grade of 6 in Computer Science and Maths, this is due to the complexity of the course. It is essential that you are a keen programmer to access the content within the algorithms and programming part of the course.

Computer systems (01) 140 marks 2 hours and 30 minutes written paper 40% of overall grade

- 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

Programming project 20% of overall grade

- You will choose a computing problem to work through according to the guidance set by the exam board.
- Analysis of the problem
- Design of the solution
- Developing the solution
- Evaluation

Algorithms and programming (02) 140 marks 2 hours and 30 minutes written paper 40 % of overall grade

- Elements of computational thinking
- Problem solving and programming
- Algorithms to solve problems and standard algorithms

Career and Progression Opportunities

This course will enable learners to progress to higher education or to progress directly to employment. This qualification is suitable for students intending to pursue any career in which an understanding of technology is needed. It will provide students with a range of transferable skills which will facilitate personal growth and foster cross curriculum links in areas such as maths, science and design and technology.

6th Drama & Theatre Studies

Course Level

A level

Awarding Body

Edexcel

Entry Requirements

Grade 5 in GCSE Drama, English Language or Literature. (If GCSE Drama has not been taken it is a requirement to have Grade 5 in either English Language or English Literature).

Assessment

Component 1: Devising

Coursework

40% of the qualification

80 marks

Component 2: Text in performance

Coursework

20% of the qualification

60 marks

Component 3: Theatre Makers in Practice

Written examination: 2 hours and 30 minutes

40% of the qualification

80 marks

Course Description

A Level Drama and Theatre Studies is a two year course that consists of three units and is structured similarly to the GCSE. Throughout the course students will study a variety of texts and will be exposed to as much live theatre as possible. There are opportunities to devise their own work and also to work with challenging and engaging texts. Students who choose Drama and Theatre Studies as an option must be clear that although some of the course is practically based, there is a significant amount of theory, with written coursework and an exam making up 64% of the marks. Throughout the course, students will develop a multitude of skills, including collaboration, communication and an understanding of how to amend and refine work in order to make a smooth transition in to their next level of study or employment.

Component 1: Devising - Content overview

Devise an original performance piece.

Use **one key extract** from a performance text and theatre practitioner as stimuli. Performer/designer routes available.

Assessment overview (internally assessed, externally moderated). There are **TWO** parts to the assessment:

A portfolio (*worth 60 marks*) that can be hand written, typed evidence between 2500-3000 words **or** recorded/verbal evidence between 12-14 minutes **or** a combination of the two. The devised performance / design realisation (*worth 20 marks*).

Component 2: Text in Performance - Content overview

A group performance/design realisation of **one key extract** from a performance text.

A monologue or duologue performance / design realisation from **one key extract** from a *different* performance text.

Assessment overview (externally assessed by a visiting examiner)

Group performance / design realisation: worth 36 marks.

Monologue or duologue / design realisation: worth 24 marks.

Component 3: Theatre Makers in Practice

Content overview

Live theatre evaluation.

Practical exploration and study of a complete text – focusing on how it could be realised for performance.

Practical exploration and interpretation of another complete performance text, in light of a chosen practitioner – focusing on how this text could be reimagined for a contemporary audience.

Assessment overview

Section A: live theatre evaluation (worth 20 marks)

Students will answer one extended response question from a choice of two requiring them to analyse and evaluate a live theatre performance they have seen.

Students are allowed to bring in theatre evaluation notes up to 500 words.

Section B: Page to stage – Realising a performance text (worth 36 marks)

Students will answer two extended response questions based on an unseen extract from the performance text they have studied.

Students will demonstrate how they, as a theatre maker, intend to realise the extract in performance.

Students will answer from the perspective of a performer and a designer.

Section C: Interpreting a performance text (worth 24 marks)

Students will answer one extended response question from a choice of two using their chosen text.

Students will demonstrate how their re-imagined production concept will communicate ideas to a contemporary audience.

Students will also need to outline how the work of their chosen practitioner has influenced their overall production concept and also demonstrate an awareness of the original performance conditions. Students will only be allowed to bring clean copies of the text in to the exam.

Career Progression

With a qualification in Drama and Theatre Studies students could go on to higher education, study a Drama related course or work in the Theatre industry. The skills we develop in Drama feed in to almost every single job and studying Drama does not limit your future in terms of your career path. Many people who study Drama then go on to enter the world of marketing, telecommunication, management, teaching, sales, therapy, social work; your opportunities are boundless. You could choose a career more specifically related to Drama and become an actor, presenter, director, stage manager, community arts worker or perhaps a drama therapist.

Link to specification: https://qualifications.pearson.com/content/dam/pdf/A%20Level/Drama-and-Theatre/2016/Specification%20and%20sample%20assessments/a-level_drama_spec.pdf

Course Level

A level

Awarding Body

Edexcel

Entry Requirements

Grade 6 in GCSE Mathematics and
Grade 5 in English Language/Literature
OR

Grade 5 in GCSE Mathematics and
Grade 6 in English Language/Literature.

Assessment

There are three externally-assessed examinations at the end of Year 13.

Paper 1 assesses knowledge of microeconomics.

Paper 2 assesses knowledge of macroeconomics.

Paper 3 assesses both microeconomics and macroeconomics.

All papers require students to apply their understanding to economic information presented in numerical and written forms.

Course Description

The study of Economics emphasises the importance of economic issues in a modern industrial society and seeks to encourage the development of a thorough economic competence which will help to prepare the student to play a full part in society. Economics is a good subject for developing personal transferable skills. It is intellectually robust and of contemporary relevance.

The mandatory units are:

Theme 1: Introduction to markets and market failure	This theme introduces students to the microeconomic nature of economics, looking at economic problems and the ways economists think and work. Students will consider how markets work, looking at how supply and demand interact to allocate resources and determine prices in local, national and international markets. They will look at the nature and causes of market failure before considering the strengths and weaknesses of possible government intervention to remedy market failures.
Theme 2: The UK national economy	This theme introduces the key measures of economic performance and the main instruments of economic policy primarily in a UK context. Students will be introduced to the aggregate demand/aggregate supply model so that they can use it to analyse changes in real output and the price level. They will examine the use of demand-side policies, supply-side policies and direct controls as means of improving an economy's performance.
Theme 3: Business behaviour and labour markets	This theme examines how the number and size of market participants, and the level of contestability, affect the pricing and nature of competition among firms. Revenues, costs and profits are explored before linking these ideas to different market structures. Supply and demand analysis is specifically applied to the labour market to see how wages are determined in competitive and non-competitive markets.
Theme 4: Global economy	Students will consider the significance of globalisation, international trade, the balance of payments and exchange rates. They will examine public finance, macroeconomic policies and the role of the financial sector in a global context. Students will consider the factors influencing the growth and development of emerging and developing countries.

Career and Progression Opportunities

Employers and higher education value the content, questioning attitudes and methods which are acquired through studying Economics. Many students go on to careers in financial services, accountancy and management, whilst for others it provides a valuable background to any degree or career.

Special Requirements

Students intending to pursue a pure Economics degree at university are strongly advised to take A Level Mathematics as it is an entry requirement for many universities.

Link to specification: <https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/economics-a-2015.html>

Course Level

A level

Awarding Body

AQA

Entry Requirements

Grade 6 in GCSE English Language.

Assessment

Continuous assessment will be undertaken through tasks designed to test and develop skills for the exam units and in preparation for the coursework folder. The exam units are worth 80% of the total A level and the coursework is worth 20%.

Course Description

A2 Unit 1: Language, the Individual and Society

The aim of this unit is to introduce students to language study, exploring textual variety and children's language development. It explores how children learn language and how they are able to understand and express themselves. It also enables students to learn new methods of language analysis to explore concepts of audience, purpose, genre, mode and representation. The unit culminates in an exam worth 40% of the A Level.

A2 Unit 2: Language Diversity and Change

The second unit allows students to explore language diversity and change over time, studying texts from 1600 to the present day. Students will explore language in its wider social, geographical and temporal contexts across the key concepts of audience, purpose, genre and mode. Students are also required to study social attitudes to the diversity of language and how it has developed. This unit encourages students to develop their writing skills, writing discursively about language issues. The unit culminates in an exam worth 40% of the A Level.

A2 Unit 3: Language in Action

The aim of this unit is to enable students to explore and analyse language data independently and develop and reflect upon their own writing expertise. It is coursework based and it requires students to conduct their own language investigation (2,000 words) and a piece of original writing and commentary (750 words each). The coursework allows them to explore their own writing as well as produce a rigorous data analysis. This coursework unit is worth 20% of the A Level.

Career Progression Opportunities

English Language is a flexible and adaptable subject that opens up a wide range of career choices. Those students with qualifications in English possess skills in written and spoken communication, working independently and thinking critically, which are highly valued by employers. It can form part of entry into General Management, Research and Consultancy, Public Services, Publishing, Law and Accountancy. It is also a subject which naturally overlaps with many others in both the sciences and the arts.

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

Course Level

A level

Awarding Body

AQA

Entry Requirements

Grade 6 in GCSE English Literature.

Assessment

Continuous assessment will be undertaken through tasks designed to test and develop skills for the exam units and in preparation for the coursework folder. The exam units are worth 80% of the total A level and the coursework is worth 20%.

Course Description

A2 Unit 1: Literary Genres

The aim of this unit is to explore how texts are connected, contrasted and how they have evolved across a literary genre. Students will study aspects of Comedy and will cover four texts from the chosen literary genre. The unit spans Shakespeare (*Twelfth Night*), drama (Oscar Wilde's *The Importance of Being Earnest*), pre-1900 prose fiction (Jane Austen's *Emma*) and a range of both contemporary and pre-1900 poetry). This unit of the course encourages students to develop analytical and academic writing skills, as well as the ability to debate and develop personal opinion.

Linear Exam - 2 hours 30 minutes - Closed Book - 40% of A Level

A2 Unit 2: Texts and Genres

The second unit introduces students to more modern genres; specifically crime writing. Students will focus on how culture influences these evolving genres and will study three texts including pre-1900 poetry (Oscar Wilde, Robert Browning and George Crabbe), early 20th century crime prose (Agatha Christie's *The Murder of Roger Ackroyd*) and post-2000 prose (Ian McEwan's *Atonement*). The unit also aims to prepare students for unseen texts, imbuing skills of independent analysis.

Linear Exam - 3 hours - Open Book - 40% of A Level

A2 Unit 3: Theory and Independence

The aim of this coursework based unit is to allow students to read widely, to choose their own texts and study how different theoretical and critical methods can be applied to literature. From feminist to narrative theory, the students shape their own study, resulting in two pieces of writing (1500 words each), one based on a collection of poetry and one based on a prose text. The coursework unit is worth 20% of the A Level.

Assessment

Continuous assessment will be undertaken through tasks designed to test and develop skills for the exam units and in preparation for the coursework. The exam units are worth 80% of the total A Level and the coursework is worth 20%.

Career and Progression Opportunities

English Literature offers a wide choice of career options as it is a subject that demands the ability to write well, to think critically and to have personal opinions. It is a subject that mixes easily with other subjects in both Sciences and Arts. Among others, it can form part of entry into Business and Management opportunities, the Law, Accountancy and many other careers. English Literature is classified as a 'facilitating' subject; universities regard it as a course that supports and improves your other qualifications.

Link to specification: <https://www.aqa.org.uk/subjects/english/as-and-a-level/english-literature-b-7716-7717>

Course Level

A level

Awarding Body

AQA

Entry Requirements

Triple Science - Grade 5 in any science

Trilogy Science - Two x Grade 5's

Assessment

100% externally examined modules.

The A Level consists of two written 180 minute papers assessing all content from both years of teaching. Both papers contain a combination of multiple choice, short answer and extended writing questions.

Course Description

Environmental Science is a multi-disciplined subject that will allow you to investigate the cause and effects of 21st century challenges on the natural environment. The course will allow you to develop the skills and knowledge to understand how our environment works and how people are changing it, be it for better or for worse!

The course is split into sections which include;

The physical environment, Energy resources, Pollution, The living environment, Biological resources and sustainability. The course looks at how life on Earth has developed over time and how humans have had a significant impact on the changes that have taken place. The topics look at the implications of mining, fishing, farming and use of resources to provide for the population. There will be numerous opportunities for debates surrounding issues that are at the forefront of UN and scientific discussions.

There will be an opportunity for a field trip to complete practical investigations relating to different case studies during the A Level course.

Where can the study of Environmental Science at A Level take students?

Suitable degrees once you have successfully completed your A Level Environmental Science course include environmental science, ecology, microbiology, law, geography, and conservation to name a few.

Future Career Options

Beyond university, potential future careers for A Level Environmental Science students include in-demand careers such as:

Environmental specialists
Landfill engineers
Nuclear waste management
Hydrogeologists
Geologist

Environmental Science also counts as a science qualification when applying for medicine or dentistry degrees

Special Requirements

To be suitable students need to:

- Have an interest in, and a love of the environment, the world and science.
- Want to find out about how things work in the real world.
- Enjoy applying their minds to solving complex global problems.
- Have gained two Grade 5's in GCSE Combined Science or a grade 5 in any Triple Science subject.

How does Birchwood support students?

The A Level course is very practical and students will spend a lot of time in labs developing their practical skills in a structured way. The teaching staff provide help as required both in person and by email or even using collaborative tools on line.

Link to specification: <https://www.aqa.org.uk/subjects/science/as-and-a-level/environmental-science-7447>

6th EPQ (Extended Project Qualification)

Course Level

Equivalent to half an A level

Awarding Body

AQA

Entry Requirements

The EPQ runs from the spring term of Year 12 to the spring term of Year 13. Students are required to be on track in each of their other subjects in order to start this optional course.

Assessment

Students meet with their teacher on a regular basis to ensure that they are on target in terms of meeting the various deadlines throughout the year.

Students are timetabled for one hour a week and the project is assessed on four main areas:

- ability to manage the project.
- ability to research and evaluate sources found.
- the project itself.
- evaluation of the project once it is complete including a presentation.

Course Description

The Extended Project is a qualification that is completely different from other studies in the Sixth Form. This is because the student chooses their project from an area of personal interest or activity outside their main programme of study. It will be based on a topic chosen by the student and agreed as appropriate by the student's teacher. While there will be some teaching, this will mostly be comprised of generic skills such as research and referencing. The teacher is not allowed to deliver any of the subject content and, as such, no part of the project can be based on any area that is being taught or has been taught for a current or previous qualification.

It will require in total 120 guided learning hours, 30 of which are taught skills with the remainder being the student's to use as they think appropriate.

Students are required, with appropriate supervision, to:

- choose an area of interest.
- draft a title and aims of the project for formal approval.
- plan, research and carry out the project.
- deliver a presentation on the management of the project.
- provide evidence of all stages of project development and production for assessment.

Career and Progression Opportunities

The Extended Project Qualification offers opportunities for students to:

- develop and improve their own learning and performance as critical, reflective and independent students.
- develop and apply decision-making and, where appropriate, problem-solving skills.
- extend their planning, research, critical thinking, analysis, synthesis, evaluation and presentation skills.
- where appropriate, develop confidence in applying new technologies in their studies.
- develop and apply skills creatively, demonstrating initiative and enterprise.
- use their learning experiences to support their aspirations for higher education and/or career development.

Some of the benefits of an EPQ include:

- supporting an application to university.
- reducing the level/points of a university's offer.
- giving an application preference on highly selective or over-subscribed courses.
- providing valued content for a personal statement.
- generating a point of interest and evidence for interview discussions.

As such, the project is very much welcomed by universities and prospective employers as any student who has completed one is able to demonstrate significant skills in terms of managing their own time and independence of learning. EPQ does not count as one of the option choices but is an additional subject that runs from the spring term of Year 12 to the spring term of Year 13.

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

Course Level

BTEC Level 3

Awarding Body

Edexcel

Entry Requirements

TPS 34

Assessment

Assessment is criterion referenced, based on the achievement of specified learning outcomes. Each unit has specified criteria which are to be used for grading. A summative unit grade can be awarded at pass, merit, distinction or distinction star. The Extended Certificate is equivalent to one A level.

Course Description

This course has been developed to meet this upcoming demand for skills in esports. The qualification includes a breadth of transferable skills that enable learners to experience different areas of esports to aid their progression to employment, either directly or via further study. Esports offers a unique opportunity to study a sector that crosses over multiple subject areas such as sport, marketing, enterprise, IT and the creatives. It provides an opportunity for alignment of social, physical, mental and financial skills into one qualification to deepen and expand learning. These are skills that are highly valued in the changing and fluid workplace. Learners must apply strategy, skill and teamwork to be successful. The course consists of 4 mandatory units, to be completed over two years.

The mandatory units are:

- Unit 1: Introduction to Esports
- Unit 2: Esports skills, strategies and analysis
- Unit 3: Enterprise and Entrepreneurship in the Esports industry
- Unit 4: Health, wellbeing and fitness for Esports player

Unit 1 - 60 Credits	Unit 2 - 120 Credits
Internally assessed unit Coursework In this unit, students will learn about organisations of esports industries, the genres of games played and career pathways.	Internally assessed synoptic unit Coursework Students will explore strategies and gaming requirements, tactics and best practice as well as the importance of analysis to improve performance.
Unit 3 - 90 Credits	Unit 4 - 90 credits
Internally assessed unit Coursework In this unit students will conduct market research and develop a plan to pitch a start up enterprise idea in the esports industry.	Internally assessed unit Coursework In this unit learners will look explore the importance and impact of physical, social and psychological well being for players.

Career and Progression Opportunities

The qualification is aimed at learners who want to progress to employment in the esports industry, possibly via an apprenticeship, or who may aspire to enter higher education. The qualification is endorsed by the British Esports Association as being suitable for learners who want to work in the industry. This means that it will be recognised by employers and will support entry into the industry in a range of roles.

Link to specification: <https://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/esports/2020/specification-and-sample-assessments/btec-l3-nat-esports.pdf>