

Course Level

A Level

Awarding Body

AQA

Entry Requirements

5 in D&T or 5 in Art

Assessment

Exam and Coursework 50/50

Paper 1 - Technical principles
Written exam: 2.5 hrs 30% of A Level
Mixture of short answer and extended response questions

Paper 2 - Designing and making principles
Written exam: 1.5hrs 20 of A Level
Mixture of short answer and extended response questions

Non-exam assessment
Practical application of core technical principles, core designing and making principles and additional specialist knowledge
50% of A Level
Written or digital design portfolio and photographic evidence of final prototype

Course Description

Students will develop technical and design understanding of a wide range of materials and processes to develop the skills to be an effective Fashion designer. A range of practical skills will be developed in order to design and produce a prototype product for their NEA (Non exam assessment).

Special Requirements

A Level Design and Technology: Fashion and Textiles requires students to engage in both practical and theoretical study. This specification requires students to cover design and technology skills and knowledge as set out below. These have been separated into:

- Technical principles
- Designing and making principles

Students should develop the ability to draw on and apply a range of skills and knowledge from other subject areas to inform their decisions in design and the application or development of technology.

Students must also demonstrate maths and science skills.

Career and Progression Opportunities

University courses in design, especially Fashion and Textiles related courses.

Textile design, fashion merchandising, buyer fashion design, pattern maker, costume designer, print design, tailor, illustrator, interior designer

Link to specification: <https://www.aqa.org.uk/subjects/design-and-technology/a-level/design-and-technology-fashion-and-textiles-7562/subject-content>

Course Level

A level

Awarding Body

EDUQAS

Entry Requirements

Grade 5 in GCSE Film or Media or
Grade 5 in GCSE English Language or
Literature.

Assessment

70% from two external examinations.

30% from non-exam assessment
(comprising of a production and a
written evaluative analysis).

Course Description

Aims and objectives

Many consider film to be the main cultural innovation of the 20th century and a major art form of the last hundred years. Those who study it characteristically bring with them a high degree of enthusiasm and excitement for what is a powerful and culturally significant medium, inspiring a range of responses from the emotional to the reflective. Film Studies consequently makes an important contribution to the curriculum, offering the opportunity to investigate how film works both as a powerful medium of representation and as an aesthetic medium. The course is designed to introduce A Level learners to a wide variety of films in order to broaden their knowledge and understanding of film and the range of responses films can generate. Film Studies A Level offers opportunities to study mainstream and independent American and British films from the past and the present as well as more recent global films, both non-English language and English language. The historical range of film represented in those films is extended by the study of silent film and significant film movements (such as European avant-garde and new wave cinemas in Europe and Asia) so that learners can gain a sense of the development of film from its early years to its still emerging digital future. Studies in documentary, experimental and short films add to the breadth of the learning experience.

Production work is a crucial part of this course and is integral to learners' study of film. Studying a diverse range of films from several different contexts is designed to give learners the opportunity to apply their knowledge and understanding of how films are constructed to their own filmmaking and screenwriting. This is intended to enable learners to create high quality film and screenplay work as well as provide an informed filmmaker's perspective on their own study of film.

Film Studies aims to enable learners to demonstrate knowledge and understanding of:

- a diverse range of film, including documentary, film from the silent era, experimental film and short film
- the significance of film and film practice in national, global and historical contexts
- film and its key contexts (including social, cultural, political, historical and technological contexts)
- how films generate meanings and responses
- film as an aesthetic medium
- the different ways in which spectators respond to film

It also aims to enable learners to:

- apply critical approaches to film
- apply knowledge and understanding of film through either filmmaking or screenwriting
- develop practical skills in filmmaking, including how to use camera and lighting equipment and editing software, such as Adobe Premiere Pro

Students don't need to have studied Film Studies at GCSE, but an avid interest in a wide range of film, the ability to be creative and use digital equipment to create their own film texts is a necessity. Not only will they be creating films, but they will also be writing about them so students will need to be able to meet strict deadlines.

Career and Progression Opportunities

This course is appropriate for students wanting to study film at higher academic levels, and can provide a useful "taster" for those considering more specialised vocational courses. In addition, knowledge of the film industry is increasingly valued and is becoming an important aspect of work in many institutions in our media saturated society, so the course can suit anyone with an interest in film who wants to go to university.

Link to specification: <https://www.eduqas.co.uk/media/sxdcwwck/eduqas-a-level-film-studies-spec-from-2017-e-04-02-2021-1.pdf>

Course Level

A Level

Awarding Body

Edexcel

Entry Requirements

Grade 6 or above in GCSE French or the ability to study French to the equivalent level.

Assessment

Two year linear A Level—100% exam

Paper 1: Listening, Reading and Translation.

Paper 2: Written response to works and translation.

Paper 3: Speaking.

Course Description

Students will be required to have achieved at least a GCSE Grade 6 in French before taking this course. It is also strongly advised that students have also achieved at least a Grade 6 in English Languages / Literature as many of these analytical skills are used during A level study of French. Students will need to feel confident at this level in the four language skills of Listening, Reading, Writing, and Speaking. Students must also have some knowledge and understanding of the culture and way of life of France and the French-speaking world. Students need to be interested in developing this understanding and in exploring in much more depth the topic areas that students will have covered at GCSE.

What will the student learn on this A Level course?

The course will help students to develop their general study skills, but most of all students will learn to communicate at a higher level in the language. Students will also learn much more about a wide range of aspects of the society or societies in which French is spoken. Students will develop their ability to work independently, to research effectively, be able to approach issues from multiple perspectives and become sensitive to different cultural contexts. Students will also study two authentic works; one film and one short novel.

What kind of student is this course suitable for?

If students are interested in languages and communication and enjoy learning about other cultures and ways of life, then the French course would be suitable for them. Similarly, if students are interested in the business world, in travel or tourism, in literature, in journalism, in history and politics, then students are also likely to find the course appropriate. There are a number of options in the course where students can choose a topic or question to suit their interests and passions. Whether students want to use language for work, for further study, training and for leisure, this course will equip them with the necessary skills and knowledge.

Course Description

French is an exciting and diverse subject which offers students the opportunity to follow their interests as well as developing great knowledge about France and French speaking countries. At A Level, great importance is placed on the ability to communicate and by the end of the course it is expected that linguistic skills will be highly developed. Students will have access to a wide variety of authentic French media in order to enhance their language skills and develop intercultural awareness. Students will be exposed to authentic texts: newspaper and magazine articles, brochures, blogs, websites and up to date articles, originally designed for native speakers. All materials will be firmly rooted in the culture of France and French speaking countries. Various cinema, theatre and external revision sessions are arranged from time to time as the opportunity for such cultural language activities occurs in this area. A great deal of emphasis is placed on independent learning. Consequently, students are expected to be pro-active in developing their language skills; reading around the subject and learning vocabulary are integral parts of the A Level course. Students will also have access to French native speakers so they can practise their speaking on a regular basis.

What examinations will students have to have to take to get their qualification?

This is a two year linear course; examinations will take place at the end of Year 13.

Career and Progression Opportunities

It is very popular to combine languages with non-language subjects at university. Examples include: French with Science, French with Media Studies, Engineering with French, Architecture with French, French with Politics or International Studies, French with International Business or Law; the range is infinite. Previous French A level students have combined French with Maths, with English Literature, with Geography, History and many more. Many non-language programmes allow optional study of language modules which may be tailored to the professional requirements e.g. French for Scientists. Specialists will be able to take a year abroad to study their language of choice. Languages at A Level really do make people highly employable with such an advanced skill set.

Link to Syllabus

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

Course Level

A level

Awarding Body

OCR

Entry Requirements

Grade 6 in GCSE Geography.

Assessment

Unit 1: Physical systems = 1 hour 30 minute exam worth 22% of A level.

Unit 2: Human interactions = 1 hour 30 minute exam worth 22% of A level.

Unit 3: Geographical debates = 2 hour 30 minute exam worth 36% of A level.

Unit 4: Independent Investigation (non examined coursework) worth 20% of A level.

Course Description

Geography is an exciting and dynamic subject that addresses key issues in our world today. Geography allows students to enjoy learning about the complexities of people and their societies, economies, cultures and the environment. During the two years students will develop and apply their understanding of geographical concepts and processes to help them interpret our rapidly changing world. The course develops students as global citizens who recognise the challenges of sustainability and the implications for their own lives and others.

Aims and learning outcomes

- Develop their knowledge of locations, places, processes and environments, at all geographical scales from local to global across the specification as a whole.
- Recognise and be able to analyse the complexity of people-environment interactions at all geographical scales and appreciate how these underpin understanding of some of the key issues facing the world today.
- Gain understanding of specialised concepts. These must include the concepts of causality, systems, equilibrium, feedback, inequality, representation, identity, globalisation, interdependence, mitigation and adaptation, sustainability, risk, resilience and thresholds.
- Improve their understanding of the ways in which values, attitudes and circumstances have an impact on the relationships between people, place and environment, and develop the knowledge and ability to engage, as citizens, with the questions and issues arising.
- Become confident and competent in selecting, using and evaluating a range of quantitative and qualitative skills and approaches, (including observing, collecting and analysing geo-located data) and applying them as an integral part of their studies.
- Understand the fundamental role of fieldwork as a tool to generate new knowledge about the real world, and become skilled at planning, undertaking and evaluating fieldwork in appropriate situations.
- Apply geographical knowledge, understanding, skills and approaches in a rigorous way to a range of geographical questions and issues, including those identified in fieldwork, recognising both the contributions and limitations of geography.
- Develop as critical and reflective learners, able to articulate opinions, suggest relevant new ideas and provide evidenced arguments in a range of situations.

Special Requirements

There is a compulsory fieldwork element to the A Level Geography course as fieldwork is an integral part of Geography. This involves four days of fieldwork in the UK.

Career and Progression Opportunities

Geography is a key 'facilitating' or 'hard' subject in a guide compiled by the Russell Group (20 leading UK universities) so it is a highly recommended A Level to study. Geography can lead to a huge range of career or university course possibilities because of the numerous valuable skills gained throughout the course and the important and varied subject content learnt.

Students will develop intellectual skills, such as critically evaluating theories and judging evidence in order to make informed decisions and to develop reasoned arguments. Students will learn to competently use a range of technical methods for the collection and analysis of spatial and environmental data, and undertake four days of fieldwork to accurately collect this data. They will also learn to use and evaluate a range of quantitative and qualitative skills which are looked upon very favourably by employers and universities. The independent investigation has been designed specifically to prepare students for university and the world of work through developing a number of geographical and study skills. Writing essays is an important part of Geography A Level and therefore studying geography complements other option choices, giving the breadth which universities require. All of the skills learnt through studying Geography are transferable and therefore will ensure students are prepared for their next steps beyond A Level.

Link to specification: <https://www.ocr.org.uk/Images/223012-specification-accredited-a-level-gce-geography-h481.pdf>

Course Level

A Level

Awarding Body

Edexcel

Entry Requirements

Grade 6 or above in GCSE German or the ability to study German to the equivalent level.

Assessment

Two year linear A Level—100% exam

Paper 1: Listening, Reading and Translation.

Paper 2: Written response to works and translation.

Paper 3: Speaking.

Course Description

Students will be required to have achieved at least a GCSE Grade 6 in German before taking this course. It is also strongly advised that students have also achieved at least a Grade 6 in English Languages / Literature as many of these analytical skills are used during A level study of German. Students will need to feel confident at this level in the four language skills of Listening, Reading, Writing, and Speaking. Students must also have some knowledge and understanding of the culture and way of life of the Germany and other German-speaking countries. Students need to be interested in developing this understanding and in exploring in much more depth the topic areas that they will have covered at GCSE.

What will the student learn on this A Level course?

The course will help students to develop their general study skills, but most of all students will learn to communicate at a higher level in the language. Students will also learn much more about a wide range of aspects of the society or societies in which German is spoken. Students will develop their ability to work independently, to research effectively, be able to approach issues from multiple perspectives and become sensitive to different cultural contexts. Students will also study two authentic works; one film and one novel.

What kind of student is this course suitable for?

If students are interested in languages and communication and enjoy learning about other cultures and ways of life, then the German course would be suitable for them. Similarly, if students are interested in the business world, in travel or tourism, in literature, in journalism, in history and politics, then students are also likely to find the course appropriate. There are a number of options in the course where students can choose a topic or question to suit their interests and passions. Whether students want to use language for work, for further study, training, and for leisure, this course will equip them with the necessary skills and knowledge.

Course Description

German is an exciting and diverse subject which offers students the opportunity to follow their interests as well as developing great knowledge about Germany and German speaking countries. At A Level, great importance is placed on the ability to communicate and by the end of the course it is expected that linguistic skills will be highly developed. Students will have access to a wide variety of authentic German media in order to enhance their language skills and develop intercultural awareness. Students will be exposed to authentic texts: newspaper and magazine articles, brochures, blogs, websites and up to date articles, originally designed for native speakers. All materials will be firmly rooted in the culture of German and German speaking countries. Various cinema, theatre and external revision sessions are arranged from time to time as the opportunity for such cultural language activities occurs in this area. A great deal of emphasis is placed on independent learning. Consequently, students are expected to be pro-active in developing their language skills; reading around the subject and learning vocabulary is an integral part of the A Level course. Students will also have regular access to a German Language Assistant to practise their speaking skills with a native speaker on a regular basis.

What examinations will students have to take to get their qualification?

This is a two year linear course; examinations will take place at the end of Year 13.

Career and Progression Opportunities

It is very popular to combine languages with non-language subjects at university. Examples include: German with Science, German with Media Studies, Engineering with German, Architecture with German, German with Politics or International Studies, German with International Business or Law; the range is infinite. Previous A Level students have combined German with Maths, with English Literature, with French, with science subjects, with History, Geography, Psychology etc. Many non-language programmes allow optional study of language modules which may be tailored to the professional requirements e.g. German for Scientists. Specialists will be able to take a year abroad to study their language of choice. Languages at A Level really do make people highly employable with such an advanced skill set.

Link to Syllabus

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

Course Level

A level

Awarding Body

OCR (H505)

Entry Requirements

Grade 6 in GCSE History.

Assessment

Units 1, 2 & 3 are externally assessed by separate written papers at the end of the two year course. Unit 4 is internally assessed by centres and externally moderated by OCR.

Course Description

History is a very well regarded facilitating subject which allows students to learn about periods and develop a wide range of eminently transferable skills. Our course aims to allow students access to both breadth and depth in their learning whilst helping students think for themselves, to form judgements and to train themselves to research, evaluate and analyse historical problems. Students develop the skills to express themselves coherently through reasoned argument.

Unit 1 Y107 England 1547–1603: The Later Tudors

This unit contains an enquiry topic examining the Mid Tudor Crisis under Edward VI and Mary as well as the religious changes and rebellions enacted by these rulers. This focusses on the analysis of contemporary sources. The unit then follows a period of study looking at Elizabeth's reign and examining her approaches to religion and parliament as well as her management of financial, economic and social affairs.

Unit 2 Y216 The USA in the 19th Century: Westward expansion and Civil War 1803–c.1890

This unit looks at the formation of Modern America, firstly examining the westward expansion of America and the relationship between the settlers and Native Americans and their culture. The unit then examines the tensions leading to the American Civil War and the Civil War itself, including analysis of how and why the North won.

Unit 3 Y312 Popular Culture and the Witchcraze of the 16th and 17th Centuries

This unit focuses on the rise and decline in witchcraft during the 16th and 17th centuries and how far it emerged out of the popular culture of the time. We will examine the reasons for the increase and subsequent decline in persecutions, the nature of the Witchcraze, the reactions of the authorities and its impact on society. We look across Europe and America and think about how and why people were treated so differently.

Unit 4 Y100 Topic based essay

This essay is an exciting opportunity to engage in genuinely independent historical research. Students will investigate and analyse different perspectives on a historical issue, drawing on a range of primary and secondary material. It will use the skills and understanding developed elsewhere in the course. As an independent enquiry using a range of sources and interpretations, the essay will require students to develop an understanding of how historians work. The essay must be based on the independent investigation of historical issue. The issue may arise from the study of a period or topic we've studied or it may be on a topic, or from a period, that the learner has not studied as part of the A Level course but is interested in.

Special Requirements

There is an expectation that students will carry out substantial wider reading around the topics being studied. Reading lists will be provided and there is significant support available. It is also expected that students will endeavour to attend trips and lectures as they are offered.

Career and Progression Opportunities

A Level History can lead to a range of career and university education possibilities including Law, Teaching, Journalism, Media, Broadcasting, Archaeology, Research, Advertising, Heritage / Conservation, Tourism, Economics and Museum services. It also complements a range of other courses and career paths as the skills of analytical thinking, argument and source analysis are widely prized.

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

6th IT Computing (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 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

The course is designed to give students the technical knowledge, skills and understanding they need to use computer systems competently and to equip students with some of the skills they will need in the workplace or in further education or training. It will promote teaching and learning through work-related contexts, provide a range of teaching, learning and assessment styles to motivate learners to achieve their full potential. The course consists of three mandatory units, plus students can select one additional optional unit to be completed over two years.

The mandatory units are:

- Unit 1: Information Technology Systems
- Unit 2: Creating Systems to Manage Information
- Unit 3: Using Social Media in Business
- Unit 6: Website Development

Special Requirements

Appropriate work experience while not a requirement of the course, would be useful as it enables the learning to be as active, practical and work-related as possible.

Unit 1 - 120 Credits

- Externally assessed unit
- 2 hour written exam
- This unit looks into different information technology systems, some of the units that learners study are:
 - Hardware and software
 - Networking
 - Network security

Unit 3 - 90 Credits

- Internally assessed unit
- Coursework
- In this unit students will explore the impact that social media has on businesses. Students will look at the following:
 - How social media can have a positive and negative effect on business.
 - How businesses can utilise social media to promote their product/service.

Unit 2 - 90 Credits

- Externally assessed unit
- 5 hour practical exam
- In this unit students will create a database system
- Students will:
 - Create tables
 - Validating data
 - Creating queries, forms and reports

Unit 6 - 60 credits

- Internally assessed unit
- Coursework
- In this unit learners will look at website design principles
- Students will then take these design principles and create a website that is based around a scenario.
- Students will create the website using HTML, CSS and JavaScript.

Career and Progression Opportunities

The BTEC has been developed in the Information Technology industry and is appropriate for career qualifications in this very wide employment area. It gives students the opportunity to gain a nationally recognised vocational specific qualification to enter employment in the Information Technology industry or to progress to higher education vocational qualifications such as the Edexcel Levels 4 - 7 BTEC Higher National in Information Technology or Computing.

Link to specification: <https://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/Information-Technology/2016/specification-and-sample-assessments/specification-pearson-btec-level-3-national-extended-certificate-in-information-technology.pdf>

Course Level

A level

Awarding Body

Edexcel

Entry Requirements

Grade 6 in GCSE Mathematics (although a Grade 7 is highly recommended).

Assessment

Paper 1
(Pure Mathematics 1 - 2 hours)

Paper 2
(Pure Mathematics 2 - 2 hours)

Paper 3
(Statistics & Mechanics - 2 hours) in Summer of Year 13.

Course Description

Paper 1 and Paper 2 build on GCSE knowledge of Indices and Surds, Algebraic Proof, Quadratic Equations, Simultaneous Equations, Inequalities, Functions, Transformations of Graphs, Equation of a Straight Line, Trigonometry and Vectors. The Equation of a Circle, the Binomial Expansion, Differentiation, Integration and Logarithms are introduced.

Paper 3 covers Statistical Sampling, Presentation and Interpretation of Data, Probability Distributions, Hypotheses, Kinematics, Forces and Newton's Laws.

Special Requirements

No coursework is necessary for A Level Mathematics.

Career and Progression Opportunities

The objective of the course is to include a sufficient range of mathematical topics so that when students successfully complete the course they will have the necessary basis for progressing to further study in Economics, Geography, Mathematics, related subjects such as Physics or Engineering, Risk Analysis, Global Climate Modeller, Actuary, Biometrics Officer, working for the Aerospace industry or directly into employment.

Link to specification: <https://qualifications.pearson.com/content/dam/pdf/A%20Level/Mathematics/2017/specification-and-sample-assessment/a-level-l3-mathematics-specification-issue4.pdf>

6th Mathematics Core (Mathematics in Context)

Course Level

Level 3 Qualification 0.5 of an A level

Awarding Body

Edexcel

Entry Requirements

Grade 4 in GCSE Mathematics.

Assessment

Paper 1 Comprehension 40%
(1 hour 40 minutes)
Based on a pre-release Source Booklet.

Paper 2 Application 60%
(1 hour 40 minutes).

Course Description

Core Maths is a qualification designed to make students better equipped for the mathematical demands of other courses, higher education and employment. It involves studying real-life functional problems which require students to comprehend, interpret and analyse the content of real world contexts which will develop their mathematical skills from GCSE.

Paper 1 is a Comprehension Paper which consists of two sections, A and B. It also includes a Source Booklet which provides two real-life contexts; this booklet is pre-released before the exam and it can include information on the global economy, the world of sport, fashion, business, finance and much more. Students answers a number of questions on each source applying mathematical skills such as statistics, percentages, sequences, probability and modelling.

Paper 2 is an Application Paper which consists of two sections, A and B. It also includes a source booklet with one real-life context that will follow the same theme as one from Paper 1. Section A will include questions based on this source while section B contains questions on three other real-life contexts. Students will have to apply problem-solving skills to complete these questions.

Special Requirements

No coursework is necessary for Core Maths.

Career and Progression Opportunities

The objective of the course is to bridge the gap between GCSE Maths and subjects studied in further education that involve a mathematical element, as well as an increasingly mathematical workplace. This course is ideal for students thinking of studying Economics, Finance, Geography, Psychology, Sociology and Biology where they will need to apply statistical analysis of quantitative data, understand financial maths and analyse business models and trends. The workplace is becoming more and more quantitative so Core Maths has been introduced to help students manage the mathematical requirements of their future.

Link to specification: <https://qualifications.pearson.com/en/qualifications/edexcel-mathematics-in-context/mathematics-in-context.html>

Course Level

A level

Awarding Body

Edexcel

Entry Requirements

Grade 8 in GCSE Mathematics.

Assessment

Paper 1 (Core Pure Mathematics 1)
 Paper 2 (Core Pure Mathematics 2)
 Paper 3 (Further Mathematics Option 1:
 Further Pure Mathematics 1, Further
 Statistics 1, Further Mechanics 1,
 Decision Mathematics 1)
 Paper 4 (Further Mathematics Option 2:
 Further Pure Mathematics 1, 2, Further
 Statistics 1, 2, Further Mechanics 1, 2,
 Decision Mathematics 1, 2)

All unit examinations are 1 hour 30
 minutes in Summer of Year 13.

Course Description

Further Mathematics is a subject for those who have an aptitude in Mathematics at Advanced level. Those who intend to study Mathematics at university would find it particularly beneficial.

Core Pure Mathematics 1 contains work on Complex Numbers and Matrices. Core Pure Mathematics 2 involves Polar Coordinates and Differential Equations. Further Pure Mathematics 1 contains Further Calculus and Vectors. Further Pure Mathematics 2 contains work on Groups and Number Theory.

The Further Statistics options contain work on Statistical Distributions and Hypothesis Tests. The Further Mechanics options include Collisions and Centres of Mass. The Decision Mathematics options include Algorithms and Linear Programming.

Special Requirements

No coursework is necessary for A Level Further Mathematics.

Career and Progression Opportunities

The objective of the course is to include a sufficient range of mathematical topics so that when students successfully complete the course they will have the necessary basis for progressing to further study in Economics, Geography, Mathematics, related subjects such as Physics or Engineering, Risk Analysis, Global Climate Modeller, Actuary, Biometrics Officer, working for the Aerospace industry or directly into employment.

Link to specification: <https://qualifications.pearson.com/content/dam/pdf/A%20Level/Mathematics/2017/specification-and-sample-assesment/a-level-l3-further-mathematics-specification.pdf>

Course Level

A level

Awarding Body

EDUQAS

Entry Requirements

Grade 5 in GCSE Media or Film. If not taken at GCSE, Grade 5 in GCSE English Language or English Literature.

Assessment

70% from two external examinations.

30% from non-exam assessment (comprising of a production and a written evaluative analysis).

Course Description

Aims and objectives

The media is the most dynamic, innovative and influential method of mass communication of modern times. It has been reported that adults in Great Britain are consuming media for almost 8 hours a day. That's 8 hours a day watching films and television, reading newspapers, and sifting through online media. Within that time, we are bombarded by other people's representations of the world and how we respond to these representations can affect our perceptions of people, places and society, of politics and culture, of ourselves and of our place in the world. Media Studies is a vital tool necessary to understanding the media's significance and its power.

As a GCE Media Studies student, you will analyse how media products use language and representations to create meaning. You will learn about the media industry and how the industry affects how media products are made. You will investigate media audiences, exploring who are the people who watch, read and consume the products and considering how different people might respond to products differently, and why. You will study many different media forms, including: Television, Online Media, Advertising and Marketing, Film Marketing, Magazines, Newspapers, Social and Participatory Media, Music Video, Radio & Video Games.

What skills will I develop?

Media Studies will help you to develop valuable transferable skills such as critical thinking, analysis, research, planning, skills of enquiry and evaluation, practical skills, creativity, time management, essay writing skills and more. Your studies will complement and assist your learning in other subjects such as English Language and Literature, Humanities, Sociology, Film, ICT (including how to use video editing software Adobe Premiere Pro and desktop publishing software Photoshop and Indesign) and the Extended Project.

Course content

You will explore and apply critical perspectives including those of world-renowned media and cultural theorists, and will examine how social, historical, political and economic contexts affect media production. You will also have the opportunity to apply what you have learned through the production of your own media texts, exploring and creating media forms such as music videos, magazines, television, websites and film marketing.

Career and Progression Opportunities

Over one hundred universities offer courses in Media, Communications and Cultural Studies in the UK. A GCE in Media Studies helps you to progress to these courses, as well as to those in other areas such as English, Humanities and Social Sciences. There is a huge array of career opportunities in the media, which is an industry that is growing at an exponential rate. According to accountancy giant PWC's latest Global Entertainment & Media Outlook 2018-2022, the entertainment and media sector will be worth £76 billion in 2022 and the video games sector is currently valued at more than half the UK's whole entertainment industry. If you are looking for a job in this area, studying Media at GCE and at degree level is a route into careers such as TV and film production, advertising, journalism, interactive media, and digital marketing. It could help to provide you with the foundation to secure roles in technical production, special effects, web design and post-production.

This course is appropriate for students who would like to progress onto further study or work placements which could lead to a career in the Media Industry, such as Web Design, Journalism or one of the many roles in the TV and Film industry. Media Studies can also lead to careers in Marketing, Advertising or Public Relations. However, an awareness of how the world of media works can also support other careers, such as Social Work, Law and Education. By knowing how the media operates students will be able to decode messages more skilfully and engage with topics that interest them. In addition, knowledge of the media is increasingly valued and is becoming an important aspect of work in most institutions in our media saturated society.

Link to specification: <https://www.eduqas.co.uk/media/d3fbs2s3/eduqas-a-level-media-studies-spec-from-2017-e-27-05-2021.pdf>

Course Level

A level

Awarding Body

OCR

Entry Requirements

Grade 5 in GCSE Music or Grade 5 in an instrument/voice if GCSE Music has not been taken.

Assessment

See table opposite.

Course Description

The OCR A Level in Music is a contemporary, accessible and creative music course with an integrated approach to the three main elements – Performing, Composing and Appraising. Learners are encouraged to be creative and to broaden their musical horizons and understanding with new areas of study that inspire and challenge e.g. Popular Song, Jazz, Classical Instrumental Music, Religious Music of the Baroque. Through the areas of study they will explore musical context, musical language and performance and composition skills. With an emphasis on musicality and practical music making, OCR's specification is designed to encourage teachers to teach musically through integrating the skills of listening, performing and composing. The A Level specification will enable learners to explore performance and composition in detail and allow them to choose a specialism in performance or composition.

Type of Assessments

		Weighting
Performing A	Recital - at least two contrasting pieces. Achieved through playing or singing solo or in an ensemble, or realising music through music technology.	25%
	Written / verbal explanation	
Composing A	Composition - in response to a broad brief set by the exam board. OCR set briefs will provide a choice of six stimuli to enable learners to specialise in an area of composition that is relevant to their personal skills and interests.	35%
	Composition - in response to a learner defined brief. The composition may be for any medium and in any style.	
	Technical exercises	
Performing B	Recital - at least three contrasting pieces. Achieved through playing or singing solo or in an ensemble, improvising, or realising music through music technology.	35%
	Written / verbal explanation	
Composing B	Composition - in response to a broad brief set by the exam board. OCR set briefs will provide a choice of six stimuli to enable learners to specialise in an area of composition that is relevant to their personal skills and interests.	25%
Listening and Appraising	Listening exam including; aural awareness, set work analysis using scores and historical context essay questions.	40%

Learners will choose **Performing A and Composing A** OR **Performing B and Composing B**

Special Requirements

Students will be expected to have weekly instrumental/vocal lessons (25% reduced fees at Birchwood) either in or outside of school and to take part in extra ensembles and concerts. A good GCSE Music grade along with Grade 5, or equivalent in performing and theory, is desirable to access this course. Please speak to the Music staff to discuss this further if you have any queries.

Career and progression opportunities

This A Level in Music can lead to further study in Music or Performing Arts in Higher Education at degree or HND level. Music may lead to a career in the music industry.

Link to specification: <http://www.ocr.org.uk/qualifications/as-a-level-gce-music-h143-h543-from-2016/>

Course Level

BTEC Extended Diploma

Awarding Body

Pearson Edexcel

Entry Requirements

GCSE Grade 5 in Dance or
Equivalent performance experience at
an external dance school

Assessment

A range of assessment styles including
internally assessed assignments and
externally assessed tasks

Course Description

A Level Musical Theatre is a two year course which incorporates the following units:

Unit 1 - Investigating practitioners work, research and analysis on two practitioners and a theme.

Unit 2 - Developing skills and techniques for live performance.

Unit 3 - Group performance work

Unit 4 - Musical Theatre Techniques.

The extended diploma in musical theatre is designed to provide you with the knowledge, skills and understanding necessary to access and progress to drama school, degree level study or employment in the performing arts. You will work on group projects and individual assignments and be encouraged to learn a range of skills and techniques and become involved in all aspects from back stage to front of house.

Assessment Overview

The course covers a range of assessment styles including internally assessed assignments and externally assessed tasks.

Career Progression

University degree in performing arts.

Teaching qualification, events management, performance, choreography, Dance therapy, dance journalism, Dance – costume / lighting, notation, Dance fundraising/marketing.

Students may also go on to study at dance conservatoires where they study courses in a range of dance styles.

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