



Post-16 Prospectus

2017

12th September 2016

Dear Parent/ Prospective student,

The Quest Academy and the Archbishop Lanfranc Academy are working together to:

- provide academic and vocational courses of high quality in preparation for employment, professional training and further or higher education
- support, counsel and encourage through consultation between student, tutor, subject staff and parents
- give careers guidance in keeping with the talents and aspirations of students and support this guidance by extending our already established and varied network of contacts
- offer opportunities for the development of social skills and skills in leadership, management and enterprise by working with, and for, the wider academy community
- provide opportunity for the enjoyment of leisure including sport and societies.

Executive Principal
Principal

Mr A Crofts
Mr M del Río

The Archbishop Lanfranc Academy
Mitcham Road
Croydon
CR9 3AS

Tel 020 8689 1255
Fax 020 8683 3113
Web www.lanfranc.org.uk

Contents

Section	Page
General Information	4
Curriculum Organisation	5
Pastoral, Careers and Enrichment Programme	6
Admissions Policy 2017	9
Admissions Procedure	12
Art/ Textiles (Applied)	13
Biology	14
Business (BTEC Level 3)	16
Chemistry	17
Drama	18
Economics	19
English Literature	20
French	21
Geography	22
History	23
ICT (BTEC Level 3)	24
Maths	25
Physics	27
Psychology	28
RE: Philosophy and Ethics	39
Product Design	31
Science (BTEC Level 3)	33
Sociology	34
Spanish	35
Sport (BTEC Level 3)	36

General Information

Public Transport

Bus Route: 264. Tramlink: Therapia Lane and West Croydon

Post-16 Provision

Working in partnership with the Quest Academy we aim to provide a framework for the rounded development of the individual and welcome students, who at 16, wish to join us for this important stage in their preparation for adult life.

The Archbishop Lanfranc Academy moves in to its brand new, purpose built, facilities in June 2017. These include a well-equipped, discrete, sixth-form area consisting of a study space with internet access, a common room and kitchen facilities.

The official school day begins at 8.20 am and finishes at 2.40pm and is divided into six fifty-minute sessions.

Parents are consulted at all stages of their child's progress and this policy continues into the Sixth-Form. During the two years of a Sixth-Form course, parents are invited to meet the staff on two occasions and receive regular written reports on their son/ daughter's progress.

Working in partnership with our sister-schools some courses may be delivered at one of our other sites.

Curriculum Organisation

In line with government policy for 16–19 education, students will have the opportunity to follow a flexible programme of learning that may include both vocational and academic subjects.

Decisions about the number and type of courses followed may be subject to negotiation following the publication of results; the curriculum offer is subject to the availability of specialist staff and viable groups. The Principal's decision on the allocation of places and courses is final.

Please bear in mind that short course GCSE qualifications are equivalent to half a GCSE for entry requirements. Double Awards such as BTEC First Certificate and GCSE Applied Subjects are equivalent to one award for entry requirements.

Year 12 students have the opportunity to participate in a full Physical Education programme, which includes a variety of sports. Personal, Social, Health and Citizenship Education is an integral part of the weekly teaching with a particular focus on Careers, Higher Education and progress at 18.

Pastoral, Careers and Enrichment Programme

Pastoral Organisation

Pastoral care in the Sixth Form is shared between a team of 4 Sixth-Form Mentors and one Achievement Co-ordinator. The emphasis is on growth through self-motivation and personal responsibility. The Mentor group meets daily; a regular tutorial enables students and Mentors to discuss issues of individual concern and to monitor progress. All students attend, and contribute to, year group assemblies and whole school assemblies.

Dress Code

In the Sixth Form we recognise the independence and growing maturity of our students as they progress to the world of work and adult life. Our Sixth-Form students are role models for the rest of the Academy community and students are expected to take pride in themselves and in the Academy. We expect high standards of commitment, conduct and appearance from all our Sixth-Form students and we work rigorously to maintain these standards. Our aim is to reflect the expectations of a professional workplace.

It is the responsibility of all students to comply with our dress code which is:

1. a SUIT with matching (i.e. identical) jacket and trousers or skirt in a dark colour e.g. navy, black, brown or grey. (Trousers should be full length, skirts must not be mini-length)
2. a shirt or blouse (with a collar) in a colour of the student's own choice which covers shoulders and midriff
3. Comfortable shoes which are suitable for wearing with a suit and appropriate to a working environment

The following are **not** allowed:

- Trainers
- Jeans
- Leggings
- Combat trousers, shorts, or jogging bottoms
- Strappy tops or vests
- Exposing bare midriff, cleavage or chest
- Sportswear/ leisurewear, including velour and cotton jersey

- Extremes of style, for example mini skirts
- Logos
- Visible facial or body piercings (except earrings) or tattoos

The dress code applies to journeys to and from the Academy, as well as at the Academy and at Academy functions.

Please note that outdoor jackets, coats or hats are not allowed to be worn during the school day.

Personal, Social and Health Education

A full and lively programme of activities, which includes numerous visitors to speak on a wide array of issues, is in place for all students. Topics include personal safety, presentation, interview skills, substance and alcohol abuse, financial management, being a citizen, Children's Act, health issues, charity work and gap year activities as well as much careers work and university preparation.

Educational Visits and Field Studies

Regular visits are organised to exhibitions, conferences, theatres, galleries and museums according to the subjects being studied.

Arrangements are also made for all those studying A Level Biology to attend field study courses.

Careers Education Information, Advice and Guidance

Careers guidance throughout these two years is regarded as a priority. There is a structured programme to encourage an awareness of the variety of opportunities available, and to help students towards a well-informed career decision. Application to Higher Education and degree courses is actively encouraged and supported.

All students are interviewed by the School Careers Staff. Guidance is readily available at all times on application procedures and interviews.

The School Council

The Academy Council is managed by Sixth Form students and is led by the Head Boy and Head Girl and their Deputies. These posts are open to all Sixth-Form students. The post holders are elected by students and staff and are appointed by the Principal.

Extra-Curricular Activities

The range of extra-curricular activities available include membership of the various school teams, participation in a Young Enterprise company, a team building and problem solving day; a wide range of musical activities, theatrical performances, both on stage and behind the scenes and very active committees covering a wide range of interests.

Private Study Arrangements

Each A Level subject studied requires a minimum of 5 hours of private study per week. The facilities for private study include a supervised study base with internet access, and a spacious library. Silent, independent study is observed in these areas. All facilities are open and available for students from 7.45am until 6.00pm. All students are provided with a diary/planner. Textbooks are usually provided on loan by subject staff for the duration of the course. Each student has own-user access to the internet. The use of all materials and facilities are subject to Academy policies.

Admissions Policy

There are 80 places in Y12 of the Sixth-Form. Places will be offered conditionally as described in sections 1 and 2 below.

Minimum Level of Attainment at GCSE

In order to be considered for a place in the Sixth Form, all candidates must meet the minimum level of attainment at GCSE for the course of study they propose to follow. This is as follows:

AS Level subjects

- A minimum of 5 GCSE passes at Grade A*- C, including a Grade 4 and above in English and Mathematics
- Grade B/Grade 7 or above in the subjects to be studied at A Level except for Applied subjects, when a grade C is acceptable
- The specific requirements for particular AS Level subjects to be studied, as set out in this Prospectus

Oversubscription Criteria

If the number of applications from those who wish to join the school and meet the minimum level of attainment at GCSE exceeds the number of places available for a given course of study, the Governors will offer places conditionally in priority order as follows:

- A. Candidates who are in public care to a local authority (looked after children as defined in Section 22 of the Children Act 1989)
- B. Candidates progressing from Year 11 of the Academy
- C. Other candidates

If there are more candidates who satisfy criteria A to C than places available, places will be offered in each category to candidates by random allocation.

Admission Number

There are 80 places in Y12 of the Sixth Form. The Governors reserve the right to allocate places to fewer pupils if there are insufficient applicants who meet the minimum level of attainment at GCSE. In addition, the Governors will seek to avoid prejudicing the effective provision of education and resources by maintaining realistic pupil/ teacher and pupil/ resources ratios.

Timetable

Closing date for applications Friday, 13th January 2017. Offers of places will be made by the end of March 2017, if not sooner.

Application Forms

Application forms are available in this pack or can be downloaded via the website.

Candidates with Statements of Special Educational Needs

The admission process for candidates with statements of SEN is completely separate from the process set out in this document. If your child has a statement, please contact your home local authority for advice on admission.

Late Applications

Applications made after the closing date will only be considered if there is a good reason for the delay. Reasons for lateness must be supplied in writing.

Course Suitability Discussion

Candidates may be invited to attend a course suitability discussion at the Academy. This does not form part of the admissions process but is designed to provide advice concerning subject choices and to enable prospective pupils to determine how their needs and requirements might be met at the Academy.

Waiting Lists

Where an application is unsuccessful, candidates may ask for their name to be placed on a waiting list. The waiting list will be maintained in an order determined by the oversubscription criteria as set out in this policy.

Admission Appeals

Candidates who have not been offered a place at the Academy and their parents have the right of appeal against the governors' decision. An independent admissions appeals panel will be established to hear appeals in accordance with the provisions of the 'School Admissions Appeals Code'.

Admissions Procedure

Students wishing to apply should use the enclosed form, further copies of which can be downloaded via the Academy's website:

www.lanfranc.org.uk

Your application should be with the Academy by **Friday, 13th January 2017**.

When your application has been processed, you may be invited for a meeting early in 2017. If you are offered a conditional place, you will be asked to confirm your acceptance in writing and agree your preliminary choice of subjects. Confirmation is regarded as a commitment on your part. All places are conditional on meeting the admissions criteria.

Following publication of the GCSE examination results in August, you will be expected to submit your results to the Principal at the Academy. Please feel free to contact the school at any stage of the admissions process if you need any information or assistance.

Applied Art and Design

Awarding Body: AQA

Minimum Entry Requirements

In addition to the main entry requirements a proven interest in, and aptitude for, the subject.

Course Content

The Advanced GCEs in Applied Art and Design have been designed to form qualifications which provide knowledge and understanding of this vocational area. They are ideal qualifications for those candidates who want a broad background in Art and Design which will allow them to progress to further or higher education, training or employment.

Unit 1: Investigation of 2D visual language

Unit 2: Investigation of 3D visual language

Unit 3: Working to a brief

Unit 7: Application and development of 2D visual language

Unit 8: Application and development of 3D visual language

Unit 9: Working to self-identified briefs

Assessment

Assessment is designed to give credit for what students can do as well as what they know and understand. It is based both on portfolio evidence which is marked by the centre and moderated by AQA and external assessments which are set and marked by AQA.

A2 Level Biology

Awarding Body: Edexcel

Minimum Entry Requirements

In addition to the main entry requirements, students must have at least BB at GCSE level in Science and Additional Science or B in Biology, Chemistry and Physics.

Course Content

The new A-levels in Biology will be linear qualifications. All assessments for A-level will take place at the end of the course. The AS level Biology will still exist, as a standalone qualification. This means that results of AS level examinations will not contribute towards an A level. However, learners may still take an AS level in Biology and then go on to the A level.

This interesting and challenging subject covers essential biological principles in relevant contexts e.g. Heart disease, Cystic fibrosis. You will acquire scientific knowledge and understanding, and will develop skills of analysis and application.

AS Level

- Paper 1: Lifestyle, transport, genes & health (50%)
- Paper 2: Development, plants and the environment (50%)
- (NB: Unit 3, a research project, has now been removed)

A2 Level

- Paper 1: The natural environment and species survival
- Paper 2: Energy, exercise and coordination
- Paper 3: General and Practical Applications in Biology

Science Practical Endorsement – students will be given a pass or fail depending of a series of compulsory practicals and how they carry out independent practical work.

Overall, a minimum of 10% of the marks across the three papers will be awarded for mathematics at Level 2 or above.

The paper will include questions that target the conceptual and theoretical understanding of experimental methods.

Assessment

The course will be 100% externally marked in the form of examination, at the end year 12 (AS-level) or year 13 (A-level). As mentioned above, the practical assessment is done by the teacher and is pass or fail.

BTEC Level 3 Business (Subsidiary Diploma)

Awarding Body: Edexcel

Minimum Entry Requirements

The main entry requirements as stated.

Course Information

This is a vocational course and is assessed internally by coursework, controlled assessment and examinations. Students must have the ability to understand and apply business concepts, conduct varied research to support their studies and work independently.

Course Content

Year 1

Unit 1: The Business Environment

Unit 2: Business Resources

Unit 3: Introduction to Marketing

Year 2

Unit 4: Business Communication

*Unit 10: Market Research in Business

*Unit 13: Recruitment and Selection in Business

*These are optional units and are subject to change based on the pathway being followed (eg, Law, Finance, or Marketing)

Assessment

All units will be assessed internally, through a teacher-assessed portfolio. These six units will be equally sized and equally weighted.

A2 Level Chemistry

Awarding Body: OCR (Salters) Chemistry B

Minimum Entry Requirements

In addition to the main entry requirements, students must have at least BB at GCSE level in Science and Additional Science or B in GCSE Chemistry, Biology and Physics.

Course Content

The course is student-centred and based on two textbooks that define the course. The Units are based on chemistry as it happens in the world around us and develops from the knowledge and understanding established in science GCSE courses.

The economic benefits for Britain of a strong Chemical Industry evolve throughout the course.

Topics include a study of the oceans, steel, colour, medicines, polymers and begins with a look at the elements of life itself.

Assessment

Two external examinations and externally moderated practical skills assessments lead to the AS qualification in the first year of study. Two external examinations and an externally moderated written report of an individual investigation are completed in the second year. Results from all papers are combined in order to achieve the full Advanced Level award.

A2 Level Drama and Theatre Studies

Awarding Body: Edexcel

Minimum Entry Requirements: A minimum of a B grade at GCSE Drama is preferable. Students wishing to study Drama a fresh, potentially without having had the opportunity of studying the subject at GCSE level, will also be considered, at the discretion of the Head of Performing Arts Faculty.

Course Content:

Drama and Theatre Studies is an engaging, creative and thought provoking subject. Students will develop a variety of dramatic and theatrical skills - including performing, directing and critical evaluation - alongside an understanding and appreciation of drama and theatre in a social, cultural and historical context.

Unit 1: Devising an Original Performance (40% of the qualification)

Unit 2: Text in Performance (20% of the qualification)

Unit 3: Theatre Makers in Practice (40% of the qualification)

Assessment: The course is assessed in a variety of different ways, covering a range of learning styles. Unit 1 is assessed through a submitted portfolio accompanying a life performance. Unit 2 is assessed through either a solo or group performance, whilst Unit 3 is a 150 minute examination responding to a mixture of seen and unseen texts.

A2 Level Economics

Awarding body: Edexcel

This course will encourage you to:

- Develop an interest in and enthusiasm for the study of economics.
- Appreciate the contribution of economics to the understanding of the wider economic and social environment
- Deepen your understanding of a range of concepts and acquire an ability to use these concepts in a variety of different contexts
- Use an enquiring, critical and thoughtful approach to the study of economics and develop an ability to think as an economist

Course content and structure

YEAR 12	Theme 1 Introduction to markets and market failure	<ul style="list-style-type: none"> • Nature of economics • How markets work • Market failure • Government Intervention
	Theme 2 The UK economy – performance and policy	<ul style="list-style-type: none"> • Measures of economic performance • Aggregate demand and supply • National income • Economic growth • Macroeconomic objectives and policies
YEAR 13	Theme 3 Business behaviour and the labour market	<ul style="list-style-type: none"> • Business growth • Business objectives • Revenues, costs and profits • Market structures • Labour market • Government intervention
	Theme 4 A global perspective	<ul style="list-style-type: none"> • International economics • Poverty and inequality • Emerging and developing economies • The financial sector • Role of the state in the macro-economy

How will this course be assessed?

Paper 1: Markets and business behaviour	Based on themes 1 and 3
Paper 2: The national and global economy	Based on themes 2 and 4
Paper 3: Microeconomics and macroeconomics	Based on themes 1, 2, 3, 4

A2 Level English Literature

Awarding Body: AQA

Minimum Entry Requirements: The main entry requirements are a grade 6 in English Language and a grade 6 in English Literature.

Course Information

This is a two year course based on the exploration of reading processes in an interesting and enriching way to approach literary texts. This qualification prepares students for employment in a range of fields where analytical and communication skills play a vital role. Students can progress to higher education or professional development programmes.

Year 1

Aspects of Narrative

60% of AS, 30% of A level

Four texts for study: two novels (at least one post 1990) and two poetry texts 1800 -1845.

Dramatic Genres

40% of AS, 20% of A level

At least two texts for study within dramatic genre of Comedy.

Students will produce a portfolio of written coursework.

Year 2

Texts and Genres

30% of total A level

Three texts for study including a t least one text 1300-1800

Elements of Gothic or Elements of the Pastoral will be studied.

Further and Independent Reading

At least three texts for study including one pre-released anthology of critical material. Students will produce a portfolio of written coursework.

A2 Level French

Awarding Body: Edexcel

Minimum Entry Requirements

Grade B at GCSE (full course) level, in ALL four units taken.

Course Information

The Advanced GCE in French has been designed to encourage a love of learning French and is ideal for those students interested in engaging with the social, historical and political context of France and other francophone countries. The qualification encourages students to engage with modern French society through the reading and analysis of French literature and cinema. This combined with a rigorous approach to grammar and translation allows students to learn French alongside other key skills necessary for further and higher education and employment.

Course Content

- Theme 1: Changing French society
- Theme 2: Political and Artistic culture in Francophone countries
- Theme 3: Immigration and French multicultural society
- Theme 4: France during the Second World War.

Assessment

The Advanced GCE in French consists of two externally examined papers assessing listening, reading and writing and a non-examined assessment assessing speaking. The speaking assessment is externally set and conducted by a teacher.

Paper 1: Listening, reading and translation (externally examined)

Paper 2: Written response to works and translation (externally examined)

Paper 3: Speaking (internally assessed)

A2 Level Geography

Awarding Body: AQA

Minimum Entry Requirements

Students who have studied Geography at GCSE will require at least a B grade.

Students who have not studied Geography at GCSE may be considered if they fulfil the following requirements: a minimum of a grade 6 in English/English Literature, or a B grade in double award Science and/or another Humanities subject (History, Religious Education and/or Citizenship).

Students should have the ability to consider evidence and draw conclusions. They should also have the ability to write fluently and analyse effectively. They should have an inquiring mind and enjoy research and be able to view events from differing perspectives.

Course Content

Year 12 - AS

Paper 1: Physical and Human Geography (2 hour written examination).

The human core of this paper focuses on population change, whilst the physical core focuses on rivers, floods and management. The additional subject options will be at the discretion of the subject teacher according to the interests of pupils.

Paper 2: Geographical Skills (1 hour written examination).

Year 13 – A2

Paper 3: Contemporary Geographical Issues (2 hour 30 minute written examination).

Paper 4: Geography Fieldwork Investigation (1 hour 30 minute written examination).

A2 Level History

Awarding Body: Edexcel

Minimum Entry Requirements

In addition to the main entry requirements as stated students must have the ability to write fluently and a minimum of a grade 6 in English/ English Literature.

Students should have the ability to consider evidence and draw conclusions. They should also have the ability to write fluently and analyse effectively. They should have an inquiring mind and enjoy research and be able to view events from differing historical perspectives.

Course Content

Paper 1: Germany and West Germany, 1918-89

Paper 2: The Rise and Fall of Fascism in Italy, 1911-46

Paper 3: The Changing Nature of Warfare, c.1859-1991

Paper 4: Historical Enquiry (over a 100 year period):

Assessment

Three written exams at the end of Year 13, with one piece of submitted coursework.

BTEC Level 3 Subsidiary Diploma in IT

Awarding Body: Edexcel

Minimum Entry Requirements

The main entry requirements as stated.

Course Information

This is a vocational course and is assessed internally by coursework. Students must have the ability to understand and apply concepts in information technology, conduct research to support their studies and work independently.

Course Content

Year 1

Unit 1: Communication and Employability Skills for IT

Unit 2: Computer Systems

*Unit 4: Impact of the Use of IT on Business Systems

Year 2

*Unit 8: e-Commerce

*Unit 25: Maintaining Computer Systems

*Unit 43: Multimedia Design

*These are optional units and are subject to change

Assessment

All units will be assessed internally, through a teacher-assessed portfolio. The six units will be equally sized and equally weighted.

A2 Level Mathematics

Awarding Body: Edexcel

Minimum Entry Requirements

The main entry requirements plus a minimum of a grade 7 in GCSE Mathematics.

Course Content

Whilst studying Mathematics, you will be expected to:

1. Use mathematical skills and knowledge to solve problems
2. Solve quite complicated problems by using mathematical arguments and logic. You will also have to understand and demonstrate what is meant by proof in mathematics
3. Simplify real life situations so that you can use mathematics to show what is happening and what might happen in different circumstances
4. Use the mathematics that you learn to solve problems that are given to you in a real life context
5. Use calculator technology and other resources (such as formulae booklets or statistical tables) effectively and appropriately; understand when not to use such technology and its limitations.

Assessment

Externally examined.

There are 4 units of Pure Mathematics and 2 of Applied Mathematics. The Applied Units are usually Statistics or Mechanics.

The full A Level comprises 6 units, all of which will be examined in Year 13.

Level 3 Mathematical Studies (Core Maths)

Awarding Body: AQA

Minimum Entry Requirements:

A Grade 6 at GCSE Mathematics.

Course Content

Level 3 Mathematical Studies (Core Maths) is a brand new qualification designed specifically for students who have a passion for Maths, and wish to study it at KS5, who achieved a Grade 6 in GCSE Mathematics.

The qualification helps to develop students' mathematical skills and thinking, supporting complimentary courses such as A-level Sciences, Geography and Psychology, as well as vocational qualifications.

This exciting and unique course includes the following modules:

- Analysis of Data
- Maths for Personal Finance
- Estimation
- Critical Analysis of Data and Models
- The Normal Distribution
- Probabilities and Estimation
- Correlation and Regression

Assessment

Mathematical Studies is externally marked, comprising of 2 90 minute written examinations at the end of the two year course.

The qualification is worth the equivalent of an AS qualification in terms of UCAS points.

A2 Level Physics

Awarding Body: OCR

Minimum Entry Requirement

In addition to the main entry requirements, students must have at least BB at GCSE level in Science and Additional Science, or B in GCSE Chemistry, Biology and Physics, along with a grade 7 in GCSE Mathematics.

Course Content

The course is divided into 6 modules that take into account the needs of different groups of students, whether they will study Physics beyond A-level or not. It aims to make students more aware of the relevance of Physics to their everyday lives and to show the importance of Physics as a human endeavour that interacts with social, philosophical, economic and industrial matters.

The six modules are:

Module 1: Development of practical skills.

Module 2: Foundations of physics.

Module 3: Forces and motion.

Module 4: Electrons, waves, and photons.

Module 5: Newtonian world and astrophysics.

Module 6: Particles and medical physics.

Assessment

Students are assessed by a combination of three external written examinations covering all six units at the end of Year 13.

There is also an assessment on practical skills but this does not count towards the final grade and is reported separately as either pass or fail.

A2 Level Psychology

Awarding Body: AQA

Minimum Entry Requirements

The main entry requirements are at least a 6 in English Literature and English Language, and in another Humanities subject (History, Geography, Religious Education and/or Citizenship).

Students should have the ability to consider evidence and draw conclusions. They should also have the ability to write fluently and analyse effectively. They should have an inquiring mind and enjoy research and be able to view events from differing perspectives.

Course Content

Paper 1: Cognitive Psychology, Developmental Psychology and Research Methods

Paper 2: Biological Psychology, Social Psychology and Individual Difference

Paper 3: Topics in Psychology

Paper 4: Psychopathology, Psychology in Action and Research Methods

Psychology is a highly cross-disciplinary subject, meaning it is highly complementary to pupils wishing to study not only Psychology at university, but also other humanities, literary and/or science focused courses.

A2 Level RS: Philosophy and Ethics

Awarding Body: OCR

Minimum Entry Requirements

The main entry requirements are a Grade 6 in English Language and a Grade 6 in English Literature.

Course Information

This is a two year course based on the exploration of philosophical and ethical theory. This qualification prepares students for employment in a variety of fields where sound judgement and clear communication play a central role. Students successful in this course of study will develop the skills to progress to higher education or professional development programmes.

Course Content

Year 1

G571: Philosophy of Religion

- Ancient Greek influences on the philosophy of religion
- Judaeo-Christian influences on the philosophy of religion
- Traditional arguments for the existence of God
- Challenges to religious belief

Examined as 25% of A level

G572: Religious Ethics

- Ethical theories
- Applied ethics topics

Examined as 25% of A level

Year 2

G581: Philosophy of Religion

- Religious language
- Experience and religion
- The nature of God
- Life and death
- Miracles

Examined as 25% of A level

G587: Religious Ethics

- Meta Ethics
- Free will and determinism
- Conscience
- Virtue ethics
- Applied ethics topics

Examined as 25% of A level

Assessment

Assessment is through two 1 hour 30 minute written papers per unit.

A2 Product Design

Awarding body: OCR

Minimum Entry Requirements

In addition to main entry requirements student must have a proven interest and aptitude for the subject. Students that have undertaken a GCSE in any of the Technology strands would be welcomed. It is recommended that candidates have attained communication and literacy skills at a level equivalent to GCSE Grade 4 in English.

Course Content

These Design and Technology specifications are designed to offer candidates the opportunity to study, propose and realise prototype solutions closely linked to the real world of product manufacture in a range of material areas. Recognising the routes that are pursued at GCSE, these specifications provide candidates the opportunity to continue their studies either exclusively or as a combination of focus material areas.

These specifications are designed to encourage candidates to:

- initiate design solutions, develop, test and trial working models and prototypes;
- develop and sustain imagination, innovation and flair when working with concepts and materials;
- develop an understanding of contemporary design and technological practices and consider the uses and effects of new technologies and modern materials;
- develop thinking skills, financial capability, enterprise and entrepreneurial skills.

The AS GCE is made up of **two** mandatory units, which form 50% of the corresponding four-unit Advanced GCE.

Advanced Innovation Challenge. Candidates take part in a timed design challenge based on a pre-released theme, under examination conditions. The challenge consists of a design, and modelling exercise recorded in a workbook. A written reflection paper is completed at a later date. The challenge and reflection paper are held in the centre and are marked externally by OCR.

The Product Study. Candidates should carry out an in-depth product analysis resulting in suggestions for improvements. This is a coursework component that is marked by the teacher, internally standardised within the centre and externally moderated by OCR.

Assessment

The assessment is formed of 2 strands – Advanced innovation challenge and Product Study

Students will be required to produce a portfolio for Advanced Innovation Challenge which makes up 40% of total AS marks

The advanced challenge requires candidates to work with materials in either a supervised examination room or design workshop. In Session 1, with their job bag as inspiration, candidates produce a specification and design brief using annotated sketches, notes and models to describe their ideas and designs. They choose one design to take forward into Session 2. In Session 2 candidates model their chosen design, record their thoughts and further ideas in their workbook, and evaluate their final design and model against the original specification. In Session 3 candidates have the chance to reflect on the product designed in Sessions 1 and 2 in a written examination.

Students will be required to complete a Product Study portfolio which makes up 60% of total AS marks.

The product Study element, students will be required to select a specific single product, which has a focus within their area of expertise suited to analysis and development within a prescribed time scale; examine and give the intended purpose of the selected single product, including the needs of both the manufacturer and consumer; identify the original key criteria against which the selected product was developed.

BTEC Level 3 Applied Science

Awarding Body: Pearson

Minimum Entry Requirements

The main entry requirements as stated.

Course Information

This is a vocational course and is assessed internally by coursework. Students must have the ability to understand and apply scientific concepts, conduct independent research to support their studies as well as meeting strict deadlines. The course covers many different facets of science. This course has several different lengths and can be equivalent to one AS level or include extra study up to two full A level equivalency.

Course Content

Compulsory units

Unit 1: Fundamentals of Science

Unit 2: Working in the Science Industry

Unit 4: Scientific Practical Techniques

Option Units

There are up to 49 optional units depending on your preferences including

Unit 5: Perceptions of Science

Unit 11: Physiology of Human Body Systems

Unit 13: Biochemistry and Biochemical Techniques

Unit 20: Medical Physical Techniques

Unit 44: Astronomy

Assessment

All units will be assessed internally, through a teacher-assessed portfolio.

Final outcomes are based on the level of each unit – pass, merit or distinction. There is a distinction* available to the very best candidates.

A2 Spanish

Awarding Body: Edexcel

Minimum Entry Requirements

Grade B at GCSE (full course) level, in ALL four units taken.

Course Information

The Advanced GCE in Spanish has been designed to encourage a love of learning Spanish and is ideal for those students interested in engaging with the social, historical and political context of Spain and other Hispanic countries. The qualification encourages students to engage with modern Spanish society through the reading and analysis of Spanish literature and cinema, as well as engaging with online media. This combined with a rigorous approach to grammar and translation allows students to learn Spanish alongside other key skills necessary for further and higher education and employment.

Course Content

Theme 1: Changing Spanish society.

Theme 2: Political and Artistic culture in the Hispanic world.

Theme 3: Immigration and Spanish multicultural society.

Theme 4: Franco's dictatorship and the transition to democracy.

Assessment

The Advanced GCE in Spanish consists of two externally examined papers assessing listening, reading and writing and a non-examined assessment assessing speaking. The speaking assessment is externally set and conducted by a teacher.

Paper 1: Listening, reading and translation (externally examined)

Paper 2: Written response to works and translation (externally examined)

Paper 3: Speaking (internally assessed)

A2 Level Sociology

Awarding Body: AQA

Minimum Entry Requirements

The main entry requirements as stated.

Course Information

Students will acquire knowledge of contemporary social processes and social changes. Students will be encouraged to develop their own Sociological awareness through active engagement with the contemporary social world.

Course Content

Unit 1: Culture and Identity, Families and Households and Wealth, Poverty and Culture.

Unit 2: Education, Health and Sociological Methods.

Unit 3: Beliefs in Society, Global Developments, Mass Media and Power and Politics.

Unit 4: Crime and Deviance, Stratification and Differentiation, Sociological Theory and Research Methods.

Assessment

Examination. Structured answers and essays.

BTEC L3 Diploma in Sport

Awarding Body: Edexcel

Minimum Entry Requirements

The main entry requirements as stated. A BTEC Sport L2 is desirable

Course Information

A two-year Level 3 course investigating the many scientific disciplines that are used to support athletes and people involved in exercise and fitness. There is potential for the qualification to prepare students for appropriate direct employment in the vocational sector and it is suitable for those who have decided that you wish to enter a particular specialist area of work.

Course Content

Year 1

Unit 1: Principles of Anatomy and Physiology in Sport

Unit 2: The Physiology of Fitness

Unit 3: Assessing Risk in Sport

Unit 4: Fitness Training and Programming

Year 2

Unit 11: Sports Nutrition

Unit 12: Current Issues in Sport

Unit 13: Leadership in Sport

Unit 14: Exercise, Health and Lifestyle

Assessment

All units will be assessed internally, through a teacher-assessed portfolio.
In order to complete the Diploma students must complete units worth a total of 120 credits.