

# KS5 CURRICULUM OPTIONS



2024-2025

# CONTENTS

|   |    |                                |    |
|---|----|--------------------------------|----|
| <b>Queen Ethelburga's Sixth Form</b>      | 3  | <b>People and Places</b>       |    |
| <b>Queen Ethelburga's College</b>         | 4  | Applied Law BTEC               | 35 |
| <b>The Faculty of Queen Ethelburga's</b>  | 6  | English Language A Level       | 36 |
| <b>Types of Qualification</b>             | 8  | English Literature A Level     | 37 |
| <b>Transition from Year 12 to Year 13</b> | 10 | French A Level                 | 38 |
|   |    | Geography A Level              | 39 |
|   |    | German A Level                 | 40 |
|   |    | History A Level                | 41 |
|   |    | IELTS                          | 42 |
|   |    | Law A Level                    | 43 |
|   |    | Psychology A Level             | 44 |
|   |    | Spanish A Level                | 45 |
| <b>Subject Information</b>                |    | <b>Creative and Physical</b>   |    |
| <b>Mathematics and Sciences</b>           |    | 3D Design A Level              | 48 |
| Applied Science BTEC                      | 15 | Art, Craft and Design A Level  | 49 |
| Biology A Level                           | 16 | Art and Design Practice BTEC   | 51 |
| Chemistry A Level                         | 17 | Creative Media BTEC            | 52 |
| Mathematics A Level                       | 19 | Fashion/Textiles A Level       | 53 |
| Further Mathematics A Level               | 20 | Music A Level                  | 54 |
| Physics A Level                           | 22 | Music BTEC                     | 55 |
| Statistics A Level                        | 23 | Performing Arts Practice BTEC  | 57 |
|   |    | Photography A Level            | 58 |
|   |    | Physical Education A Level     | 60 |
|   |    | Sport BTEC                     | 61 |
| <b>Digital and Commerce</b>               |    | <b>Course Availability</b>     | 62 |
| Business A Level                          | 25 | <b>University Destinations</b> | 63 |
| Business BTEC                             | 26 |                                |    |
| Computer Science A Level                  | 27 |                                |    |
| Computing BTEC                            | 29 |                                |    |
| Economics A Level                         | 30 |                                |    |
| Esports BTEC                              | 32 |                                |    |
| Marketing BTEC                            | 33 |                                |    |



## QUEEN ETHELBURGA'S SIXTH FORM

Welcome to the Sixth Form at Queen Ethelburga's! Over the next two years we look forward to helping you reach your academic potential, to be the best that you can with the gifts that you have, and to support you in preparing for a successful future. Many of our students choose to go to university following their sixth form studies but, each year, a number also choose to move directly into employment, internships, volunteering or degree apprenticeships. All of these routes are equally valid and we are proud of the support we provide to help this to happen.

### **Making Choices**

In the following pages you will find more information about the College and Faculty routes, the different qualifications offered and further details about the specific courses available. We would encourage you to

read this carefully and to seek advice from the many staff in school who will be happy to help. Choosing the correct curriculum is the first essential step to future success and it is important to do as much research as possible, especially when considering subjects that have not been studied before. Although it is undoubtedly exciting to be given a completely free choice of courses for the first time, some university degrees and careers will require specific subjects to have been studied in the Sixth Form – making the wrong choices now may not close off those routes but will certainly make it more challenging to follow them! We hope that over the next few pages you will gain a better understanding of what you can study and achieve over the next two years. The step up to Key Stage 5 is a challenging one requiring more independence, endeavour and focus, but it is also incredibly rewarding, providing the opportunity to specialise in those subjects that interest and inspire you. The future starts here.....!



## QUEEN ETHELBURGA'S COLLEGE

The College pathway offers a comprehensive range of subjects at A Level. Students will initially choose four A Levels, plus an enrichment/super-curricular subject.

Students who meet the entry requirements should consider the College pathway if they have strong self-motivation and have the ability to cope independently with a range of academic A Levels. The College pathway is challenging, with high expectations placed upon students in terms of application and effort throughout the two years, and without the flexibility provided by the Faculty curriculum and levels of support.

All students can choose an enrichment or super-curricular option in Year 12 which will provide them with the opportunity to go beyond the syllabus in an area of interest or broaden their Sixth Form subject experience. More details on these options, and on the General Studies programme which is compulsory for all Year 12 students, can be found later in this booklet.

International students without an English first language qualification study English to gain their IELTS qualification, aiming for a score of 7.0 or above to give the greatest range of university options.

### **College Entry Requirements**

The entry requirements for Queen Ethelburga's College are a score of 60 or above in the Mathematics, Non-Verbal and Spatial percentile sections of the CAT4 entry test.

Students who have studied in the College in Key Stage

4 will already have achieved these scores and, subject to the requirements below, will have a place in the College for Sixth Form.

### **Further requirements are:**

Students wishing to study A Level subjects must achieve a grade 7 or higher in the nearest equivalent subject at GCSE.

Students from the 1 year GCSE programme must achieve a grade 6 or higher in the nearest equivalent subject at GCSE.

IELTS 6.0, a 6/B at GCSE/IGCSE English, a score of 173 or higher in the First Certificate in English or a score of 73 or above on our Oxford Online English Test.

The entry requirements for international students from other education systems are:

A strong level of English (above IELTS 6.0) to study more than two humanities or social sciences A Level.

The equivalent of grade 7 or above on our Mathematics entry test for the Fast Track Mathematics course.





## THE FACULTY OF QUEEN ETHELBURGA'S

Students in the Faculty have access to a broad curriculum and choose a minimum of three A Levels and/or BTEC subjects, plus an enrichment/super-curricular subject.

Students can choose the Faculty pathway if they wish to follow a wholly A Level or BTEC route or one that combines both qualifications. Students who wish to specialise in one particular subject are advised to consider the BTEC options where study can be in greater depth in areas such as Art and Design (including, photography, fashion, fine art, and 3D), Business, Music, Performing Arts (including acting and dance), Applied Science, Social Sciences (including computing, law, and psychology), or Sport.

Academic support from our Faculty Coaches is also available to all Faculty students. They work with individual students, monitor their progress and help them set practical targets in order to achieve their full potential.

All students are asked to choose an enrichment or super-curricular option in Year 12 which will provide them with the opportunity to go beyond the syllabus in an area of interest or broaden their Sixth Form subject experience. In the Faculty it is also possible to undertake GCSE resit classes in English and Mathematics in addition to the A Level or BTEC curriculum. More details on all of these options, and on the General Studies programme which is compulsory for all Year 12 students, can be found later in this booklet.

International students without an English first language qualification study English to gain their IELTS qualification, aiming for a score of 7.0 or above to give the greatest range of university options.

### **Faculty Entry Requirements**

The entry requirements for The Faculty of Queen Ethelburga's are a score of 25 or above in the Mathematics, Non-Verbal and Spatial percentile sections of the CAT4 entry test. Students who have studied in the Faculty in Key Stage 4 will already have achieved these scores and, subject to the requirements below, will have a place in the Faculty for Sixth Form.

### **Further requirements are:**

Students wishing to study A Level subjects must achieve a grade 6 or higher in the nearest equivalent subject at GCSE. Where a student has only grade 6s and no higher, it may be necessary to include at least one BTEC course to the programme of study.

Students wishing to study Fast Track Mathematics must achieve a grade 7 or above in Mathematics at GCSE.

Students wishing to study two or more Science subjects at A Level (Biology, Chemistry, Physics, Psychology) must achieve at least two grade 7s in Science subjects at GCSE.

Students wishing to study a Level 3 BTEC subject must achieve grade 5 or higher in the nearest equivalent subject at GCSE/BTEC Level 2.

The entry requirements for international students from other education systems are:

IELTS 6.0, a 6 at GCSE/IGCSE English or a score of 73 or above on our Oxford Online English Test.



The equivalent of grade 7 or above on our Mathematics entry test for the Fast Track Mathematics course.

Students joining the Foundation Course in Academic English are required to achieve IELTS 4.5 or a score of 53+ in the Oxford Online English Test.

The hallmark of this pathway is variety. Due to the wide range of courses that are both traditional and vocational

and also the support sessions available we can provide a tailor-made programme to meet each individual's needs.



## TYPES OF QUALIFICATION

When students receive their GCSE results in August, many members of staff will be in school to provide support in making sensible choices. It is very important that this advice is considered carefully and that the correct courses are chosen from the start.

At Queen Ethelburga's we are proud to be able to offer a wide range of courses. Similarly, we were one of the first Independent Schools to offer BTEC qualifications alongside A Levels providing more choice for learners. The two qualifications are equally respected and recognised by universities and employers but offer different routes to success.

### Qualification Structures

#### A/AS Levels

From 2015, the Department for Education changed the structure of A Levels and decoupled the A Level and AS qualifications. Each are now available as stand-alone qualifications but designed to be co-taught. All students on A Level programmes at Queen Ethelburga's, in both College and Faculty, follow AS courses in Year 12. These are assessed with external examinations at the end of the year with students gaining grades from A to E, or U, depending on their overall performance. For most A Level qualifications offered, these examination results do not contribute to the overall A Level grade but are used to make decisions on courses for year 13 and also for determining students' predicted grades for university applications.

The material covered in the AS course is re-examined in year 13 in the full A Level qualification. Full A Level

grades are from A\* to E, or U.

Students following an AS level course will usually sit two examinations in Year 12 though this will vary between subjects. The cost of an AS qualification, including examination fees and certification is approximately £80\*. The full A Level qualification would usually consist of 3 terminal examinations in year 13 with an associated qualification cost of approximately £160\*. Specific prices will vary between subjects and examination board.

### BTECs

Students following BTEC qualifications will be assessed in a variety of ways which will include a mixture of external examinations, externally marked assignments and internally marked/externally moderated assignments. Some qualification are made up of 100% internally assessed units, they include Art and Design, Music and Performing Arts Practice.

External examinations take place in both January and June with resits possible, should they be required, in subsequent examination cycles. The overall final grade of either Pass, Merit, Distinction or Distinction\* is generated based on all of the ongoing assignment work plus the examination grades.

All students completing a BTEC course must be registered with the examination board by November. BTEC fees are paid at the point of registration and include all of the administration of internal and external units, and final certification, and are approximately:

- Extended Certificate - £200\*
- Diploma - £250\*
- Extended Diploma - £300\*

\* Any examination fees stated above are the current prices for the academic year 2023/24



This fee includes the first sitting of any externally examined unit, although resits are charged at approximately £40. Please note that, as outlined in the Parent Handbook, all registration and examination fees for both A Level and BTEC courses are charged to parents when the school is invoiced by the examination board.

### **Supercurricular and Enrichment**

Supercurricular courses are a great way to help build students' wider skills such as those in confident communication, critical thinking or debating.

Every week, small group sessions focus on super-curricular activities which are related to future academic and career interests. Super-curricular activity and experience is becoming increasingly important in

university applications and this is an opportunity to extend learning beyond the curriculum. These groups will also introduce students to university admissions tests where relevant such as UKCAT, BMAT for Medicine, LNAT for Law, MAT, STEP for Mathematics, PAT for Physics and Engineering.

### **General Studies Programme**

General Studies is a compulsory option for all Year 12 students. We use these sessions as our opportunity to deliver personal development education, study skills and to give information about preparation for UCAS applications. Also, throughout the year we invite a variety of outside speakers to deliver talks on various topics and these have proved to be very interesting and inspiring.



## TRANSITION FROM YEAR 12 TO YEAR 13: COLLEGE

We have high expectations of our students and anticipate that they all should be able to achieve a minimum of 3 B grades at A Level. This will depend on the correct subject and course decisions being made, and the individual student demonstrating the expected approach to learning. This set of grades will enable them to apply for the best possible university or career choices. In order to achieve this aim the school reserves the right to make final decisions about a student's courses as they make the transition into Year 13.

### **A Level subjects**

We will review all students' academic programmes of study at the end of Year 12. Wherever possible, students are supported in continuing with their existing subjects. However, students achieving lower than a B grade at AS Level are usually unable to continue with this subject into Year 13. Where we make exceptions to this rule, it is based on analysis of a student's individual academic profile, including performance in individual examination components, baseline ability scores, work ethic, and the balance of workload with other subjects. Exceptions will only be made if there is a strong chance of the student achieving at least a B grade in the full A Level, backed up by clear, factual evidence. Students who achieve B or A grades at AS Level may also be asked to undertake extra tuition or occasionally a change of course, if there is evidence to suggest that they will not maintain this performance at A Level. All of the above, aims to ensure that students are able to achieve at the highest possible level, to support their

future aspirations.

### **BTEC subjects**

College students have chosen to follow a traditional academic programme of A Levels and for that reason we do not offer the BTEC Diploma qualifications in Year 13 in any subject area. However, where the combination of A Levels and BTECs is the best option to allow students to gain entry to the university of their choice, we provide a small number of BTEC Extended Certificate options in Year 13. These allow students to amend their study programmes if they have experienced difficulties with one or two of their A Level options. This is subject to a review of work ethic and approach to school life throughout Year 12.

### **English Language Qualifications**

We will review the IELTS scores that a student has achieved by the end of Year 12. Students who do not have a GCSE first language English qualification at Grade B/6 or above will need IELTS 6.5 or higher for most good university courses. If they are not likely to achieve this level by the end of Year 13 we will make recommendations for their English studies. This may involve taking additional lessons during holiday periods to improve their level of English to a level sufficient to progress into Year 13.

The majority of students are able to successfully complete their sixth form courses in two years. Occasionally, some students may take longer to achieve their qualifications and will receive extensive support from the school throughout this process. The school reserves the right to make final decisions about a student's courses in Year 13 in order to enable them to apply for the best possible university or to maximise career choices.





## TRANSITION FROM YEAR 12 TO YEAR 13: FACULTY

We have high expectations of our students and anticipate that they all should be able to achieve a minimum of 3 B grades at A Level, or the BTEC equivalent. This will depend on the correct subject and course decisions being made, and the individual student demonstrating the expected approach to learning. This set of grades will enable them to apply for the best possible university or career choices. In order to achieve this aim the school reserves the right to make final decisions about a student's courses as they make the transition into Year 13.

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achieve at the highest possible level, to support their future aspirations.

### **BTEC and other vocational subjects**

BTECs are assessed on an ongoing basis, largely through the production of a number of mandatory and optional assignments, but with a minimum of one mandatory external assessment. Students must accumulate the necessary number of assignments and assessments that their level of course requires. Students will sometimes be eligible for re-submissions or re-takes of assignments and assessments, if time allows, although this is not guaranteed. Students who fail mandatory assignments and/or assessments and who have exhausted re-sit opportunities, will find their qualification reduced in size or, in the worst case scenario, that they fail the entire course.

If, at the end of Year 12, a student is not achieving Merit grades in the majority of their BTEC modules, then their place on this course will be reviewed and they may be required to discontinue the subject, reduce the size of their qualification, or take an alternative course. Similarly, we would expect that all BTEC students have completed half of their required units by the end of Year 12 and we will review their course if this is not the case.

### **English Language Qualifications**

We will review the IELTS scores that a student has achieved by the end of Year 12. Students who do not have a GCSE first language English qualification at Grade B or above will need IELTS 6.5 or higher for most good university courses. If they are not likely to achieve this level by the end of Year 13 we will make recommendations for their English studies. This may involve taking additional lessons during holiday periods



to improve their level of English to a level sufficient to progress into Year 13.

The majority of students are able to successfully complete their sixth form courses in two years. Occasionally, some students may take longer to achieve their qualifications and will receive extensive support from the school throughout this process. The school reserves the right to make final decisions about

a student's courses in Year 13 in order to enable them to apply for the best possible university or to maximise career choices.





“

# *Mathematics and Sciences*

*“The Maths department has been incredible; you can have really good relations with staff and students in class. All the teachers are incredibly helpful answering questions and aiding your understanding. My main challenges are in mechanics but I worked a lot with teachers last year to help overcome that, specifically circular motion. Advice I would give is to make sure you complete your prep and understand how much work you have to do on a topic: if you are not confident in something get it sorted sooner rather than later.”*

*“Chemistry has opened up many future options in university, STEM based careers are more prevalent now because of an increasingly technological world.”*

*“I furthered my knowledge into biology by taking A Level which was a great decision because the topics are all fascinating and jam packed with content. My favourite topics are DNA and response to stimuli! I am now applying to do medicine so I can use my skills.”*

”

# APPLIED SCIENCE

## LEVEL 3 BTEC NATIONAL EXTENDED CERTIFICATE - PEARSON

### Topics covered

Year 1

Unit 1 Principles and Applications of Science

Biology

Chemistry

Physics

Unit 2 Scientific Procedures and Techniques

Year 2

Unit 3 Scientific Investigation Skills

Unit 8 Physiology of Human Body Systems – the Musculoskeletal System, The Lymphatic System and The Digestive System

### Assessment

Unit 1 Principles and Applications of Science I 31617H  
25%

Chemistry 40 mins

Biology 40 mins

Physics 40 mins

Unit 3 Scientific Investigation Skills 31619H  
2 h 15 mins 40%

Unit 2 and 8 assessed by internally assessed assignments

### Why should I study this subject?

The course covers all 3 science disciplines to give a broad background in science, It will teach students a range of skills which will be essential for future success, including:

Encouraging independent learning

Teaching organisational skills

Teaching key practical scientific techniques

Developing research skills.

The BTEC course is vocational and practical throughout, based on real life scenarios. This makes it an incredibly enjoyable programme to study.

*"I chose to do BTEC Science because I found being able to do all 3 sciences in one subject very interesting and I have enjoyed all units in the course."*

*"I chose BTEC Science because I like to do lots of different scientific experiments. I think experiments are interesting and can also improve my thinking ability. I have enjoyed all units, especially those with experiments"*

*"I have learned lots of skills to prepare me for university-referencing, research, report writing, independence and time management"*

### Where this course can lead

This course is well recognised by universities and employers and provides a broad background in sciences at Level 3. As such it can be used to progress to many future areas of study where science is required including into biological and medical sciences, sport science and specialist science courses.

# BIOLOGY

## AS AND A LEVEL - AQA

### Topics covered

Year 1

Biological molecules

Cells

Organisms and substances within their environment

Genetic information, variation and relationships between organisms

Year 2

Energy transfers in and between organisms

Genetic, populations, ecosystems

The control and expression of genes

### Assessment

Year 1 (both papers on topic 1-4 content +practical skills)

Paper 1:

1 hour 30 minutes - 75 marks - 50% AS

Paper 2:

1 hour 30 minutes - 75 marks - 50% AS

Year 2

Paper 1: (topic 1-4 + practical skills)

2 hours - 91 marks - 35% A2 grade

Paper 2 (topic 5-8 + practical skills)

2 hours - 91 marks - 35% A2 grade

Paper 3 (topic1-8 + practical skills)

2 hours - 78 marks - 30% A2 qualification

### Why should I study this subject?

The study of Biology is a fascinating insight into how the world works on a biological level. It includes the detail of genetics and DNA, a focus on the transfer of energy as well as the role of all organisms within their ecosystem - what better subject to study to build a

knowledge of the building blocks of the planet?

*"I furthered my knowledge into biology by taking A Level which was a great decision because the topics are all fascinating and jam packed with content. My favourite topics are DNA and response to stimuli! I am now applying to do medicine so I can use my skills."*



### Where this course can lead

Advanced Level qualifications enable successful progression to undergraduate studies, further education or employment. This course can be used to apply for several medical and STEM careers.

The course can be taken for one year for an AS.

Alternatively, the course can be used to progress into year 2 to gain A2.



# CHEMISTRY

## AS AND A LEVEL - AQA

### Topics covered

#### Year 1

- Physical chemistry  
Atomic structure, Amount of substance, Bonding, Energetics, Kinetics, Chemical equilibria, Le Chatelier's principle and  $K_c$ , Oxidation, reduction and redox, equations,
- Inorganic chemistry  
Periodicity, Group 2, the alkaline earth metals, Group 7(17), the halogens
- Organic chemistry  
Introduction to organic chemistry, Alkanes, Halogenoalkanes, Alkenes, Alcohols, Organic analysis

#### Year 2

- Physical chemistry  
Thermodynamics, Rate equations, Equilibrium constant  $K_p$  for homogeneous systems, Electrode potentials and electrochemical cells, Acids and bases
- Inorganic chemistry  
Properties of Period 3 elements and their oxides, Transition metals, Reactions of ions in aqueous solution
- Organic chemistry  
Optical isomerism, Aldehydes and ketones, Carboxylic acids and derivatives, Aromatic chemistry, Amines, Polymers, Amino acids, proteins and DNA, Organic synthesis, Nuclear magnetic resonance spectroscopy, Chromatography

### Assessment

#### Year 1

##### Paper 1:

Inorganic chemistry

Relevant practical skills

1 hour 30 minutes - 80 marks - 50% AS

##### Paper 2:

Organic chemistry

Relevant practical skills

1 hour 30 minutes - 80 marks - 50% AS

#### Year 2

##### Paper 1:

What's Assessed:

Relevant physical chemistry topics

Inorganic chemistry

Relevant practical skills

2 hours - 105 marks - 35% A2 grade

##### Paper 2:

Organic chemistry

Relevant practical skills

2 hours - 105 marks - 35% A2 grade

##### Paper 3

2 hours - 90 marks - 30% A2 qualification

### Why should I study this subject?

Organic and Inorganic Chemistry are the foundations of life. This is a challenging subject but one that is incredibly rewarding! What better way to test your mind and creativity than by studying something conceptual, that we cannot even see? It is a practical and relevant subject and essential for anyone considering a degree in Medicine!

*Chemistry has opened up many future options in university, STEM based careers are more prevalent now because of an increasingly technological world.*



### **Where this course can lead**

Advanced Level qualifications enable successful progression to undergraduate studies, further education or employment. This course can be used to apply for a number of medical and STEM careers. The course can be taken for one year for an AS. Alternatively, the course can be used to progress into year 2 to gain A2.

# MATHEMATICS

## AS AND A LEVEL - OCR

### Topics covered

- Pure mathematics.  
Proof, Algebra and functions, coordinate geometry in the x-y plane, Sequences and series, Trigonometry, Exponentials and logarithms, Differentiation, Integration, Vectors
- Statistics  
Statistical sampling, Data presentation and interpretation, Probability, Statistical distributions  
Statistical hypothesis testing
- Mechanics  
Quantities and units in mechanics, Kinematics, Forces and Newton's laws

### Assessment

Year 1

Paper 1: 1hr 30, 50%

Paper 2: 1hr 30, 50%

Year 2

Paper 1: 1hr 30, 25 %

Paper 2: 1hr 30, 25 %

Paper 3: 1hr 30, 25 %

Paper 4: 1hr 30, 25 %

### Why should I study this subject?

If you have a natural flair for numbers, then you might want to consider studying Maths at A Level. A recent study by Which? in 2016 showed that Maths is the most popular subject choice at A Level, and it's clear to see why. Maths can play an integral part in many careers, and can provide numerous opportunities, both

academically and career-wise.

As technology continues to advance, so too does mathematics, increasing its essential role in both everyday and corporate life. New mathematical theories are being discovered and developed every day, enabling inventions and scientific discoveries to continue to flourish. By studying Maths at A Level, students will have the opportunity to forge a career that's at the forefront of technological advancement.

*"My experience of studying A Level Mathematics in the sixth form has been amazing. I appreciate the extra support sessions the teaching staff put in place and the extra effort teachers make. The publication of the retrospective revision timetable has contributed to my revision and the same goes for most of my peers."*

### Where this course can lead

The subject is suitable preparation for any degree courses which rely heavily on the methods of Mathematics, such as Engineering, Natural Sciences, Business, Economics and others. The foundations of clear thinking laid down in the course are also valued for undergraduate courses in Law, Humanities and the qualitative Sciences.



# FURTHER MATHEMATICS

## AS AND A LEVEL - OCR

### Topics covered

Papers 1 & 2 - Pure mathematics

Proof

Complex numbers

Matrices

Further vectors

Further algebra

Series

Hyperbolic functions

Further calculus

Polar coordinates

Differential equations

Paper 3 - Statistics

Probability

Discrete random variables

Continuous random variables

Linear combinations of random variables

Hypothesis tests and confidence intervals

Chi-squared tests

Non-parametric tests

Correlation

Linear regression

Paper 4 - Mechanics

Dimensional analysis

Work, energy and power

Impulse and momentum

Centre of mass

Motion in a circle

Further dynamics and kinematics

### Assessment

Year 1

Paper 1: 1hr 30, 331/3 %

Paper 2: 1hr 30, 331/3 %

Paper 3: 1hr 30, 331/3 %

Year 2

Paper 1: 1hr 30, 25 %

Paper 2: 1hr 30, 25 %

Paper 3: 1hr 30, 25 %

Paper 4: 1hr 30, 25 %

Students who choose to study Further Mathematics will complete A Level Mathematics in one year during Year 12. This is completed in two option blocks with the full examination then taken at the end of Year 12 to gain one full A Level. Students who gain an A or A\* grade in Mathematics are then able to move onto Further Mathematics A Level in Year 13. Students gaining a B grade will be able to retake the Mathematics course in Year 13, whilst also studying Further Mathematics AS. Should a student gain less than a B grade in Mathematics, it will not be possible to move onto Further Mathematics in Year 13. They instead may wish to consider retaking the A Level Mathematics course to improve their grade.

### Why should I study this subject?

A Level Further Mathematics is a good extra choice if students want to do a degree in Mathematics as it introduces a broader range of pure and applied content, such as Logic, Statistics, Mechanics, and Pure Maths. Plus, around a third of Mathematics and BSc degree courses mention Further Mathematics in their entry requirements. Bear in mind, though, that it's harder and more in-depth than A Level Maths, and students cannot take it on its own. This is because Further Maths includes content and concepts that are learnt in A Level Maths.



### **Where this course can lead**

A Level Further Maths is a facilitating subject for many universities, including the Russell Group universities. The subject is suitable preparation for degrees in which mathematical understanding and methods are the main or major aspects of the course for example: Mathematics, Physics, Statistics, actuarial Science. The foundations of clear thinking laid down in the course are also valued for undergraduate courses in Law, Humanities and the qualitative Sciences.

# PHYSICS

## AS AND A LEVEL - AQA

### Topics covered

Year 1

1 Measurements and their errors

2 Particles and radiation

3 Waves

4 Mechanics and materials

5 Electricity

Year 2

6 Further mechanics and thermal physics

7 Fields and their consequences

8 Nuclear physics

9 Astrophysics

### Assessment

Year 1

Paper 1: Covering - Sections 1-5

1 hour 30 minutes - 70 marks - 50% AS

Paper 2: Covering - Sections 1-5

1 hour 30 minutes - 70 marks - 50% AS

Year 2

Paper 1: Covering - Sections 1 to 5 and 6.1 (Periodic motion)

2 hours - 85 marks - 34% A2 grade

Paper 2: Covering - Sections 6.2 (Thermal Physics), 7 and 8, Assumed knowledge from sections 1 to 6.1

2 hours - 85 marks - 34% A2 grade

Paper 3 : Covering - Section A Compulsory section: Practical skills and data analysis. Section B: Topic 9.

2 hours - 80 marks - 32% A2 qualification

### Why should I study this subject?

Physics is applied mathematics! If a student loves Mathematics but prefers to see how it works in the real

world then Physics is for them. It is essential for anyone considering a career in Engineering or technical design as it provides the knowledge and skills needed in understanding mechanics.

*"I chose physics because I like how it applies maths to the real world. I also enjoy putting the theoretical concepts into practice through the required practicals. I know that the skills I have acquired through the A Level course will be hugely beneficial when it comes to my university studies"*



### Where this course can lead

Advanced Level qualifications enable successful progression to undergraduate studies, further education or employment. This course can be used to apply for a number of medical and STEM careers.

The course can be taken for one year for an AS. Alternatively, the course can be used to progress into year 2 to gain A2.



# STATISTICS

## A LEVEL - EDEXCEL

### Topics covered

Paper 1 (Data and Probability):

Numerical measures, graphs and diagrams Probability

Population and samples

Probability distributions (including Binomial, Normal, Exponential and Poisson)

Correlation and linear regression

Bayes' theorem

Experimental design

Statistical Enquiry Cycle

Paper 2 (Statistical Inference):

Correlation and linear regression

Contingency tables

Experimental design

Sampling, estimates and resampling

Hypothesis testing (for 1 and 2 samples, including non-parametric and paired tests), significance testing, confidence intervals and power

Goodness of fit

Analysis of variance

Effect size

Statistical Enquiry Cycle

Paper 3 (Statistics in Practice):

All topics

### Assessment

Paper 1: 2 hours, 33 1/3%

Paper 2: 2 hours, 33 1/3%

Paper 3: 2 hours, 33 1/3%

### Why should I study this subject?

A Level Statistics provides students with a wide range

of techniques for understanding and analysing data, which are increasingly important skills in a world of constant change. The emphasis of the qualification is on understanding the implications and limitations of the various statistical techniques in the context of practical situations, rather than just being able to use a formula. Students can study this alongside AS/A Level Mathematics, or as a standalone subject.

*"Excellent experience for studying, teachers are all very kind, patient and helpful. I would advise future students to focus in lessons and don't hesitate to ask any questions they have, as even something that seems totally unrelated to the exam can be very useful"*



### Where this course can lead

The course provides useful support for a variety of other subjects, including the Sciences, Humanities subjects or Social Sciences. It is a way of continuing a mathematical education, without further study of pure mathematics or mechanics. It will also be useful if students are planning on studying any behavioural science course at university, as statistics is how science is effectively communicated.

# *Digital and Commerce*

*“Economics has given me a wider perspective on the issue faced in the UK and globally. I love economics”*

*“I like studying Criminology as it gives me detailed knowledge of how crime is monitored and controlled and why it is committed. Criminology enables me to gain a deeper understanding of laws and criminal cases and how they are handled by the criminal justice system”*

*“Business has been a really enjoyable subject for me at A Level. In particular I have found strategic analysis to be interesting, models such as SWOT and PESTLE have demonstrated how analysis of a business and its decisions can improve its likelihood of success. Business studies is incredibly useful, because we live in a world surrounded by enterprise and anyone with advanced knowledge on how such enterprises function could gain an important advantage.*

””

# BUSINESS

## AS AND A LEVEL - CAMBRIDGE INTERNATIONAL EXAMINATIONS

### Topics covered

Year 1

Business Structure. Enterprise

Business Objectives. Stakeholders

HRM. Motivation. Management. Business Finance.

Marketing Mix. Market Research. Inventory

Management. Forecasting and Managing Cashflows.

Year 2

External economic influences. Business Strategy.

Corporate planning and implementation. Organisational

Structure. Business Communication and Leadership.

Location Decisions. Marketing Strategy. Quality

Management. Operations Strategy. Investment

Appraisal. Finance and Accounting Strategy.

### Assessment

Paper 1: Business Concepts: 1 hr 15 mins, 20% (year 1)

Paper 2: Business Concepts (case study): 1 hr 30 mins, 30% (year 1)

Paper 3: Decision Making: 1 hr 45 mins, 30% (year 2)

Paper 4: Business Strategy: 1 hr 15 mins, 20% (year 2)

As this is an International GCE, the AS grade and marks achieved in Year 1 count for 50% of the final A Level grade. There is also the opportunity for a resit of this content in October of Year 13, and again in the summer of Year 13.

### Why should I study this subject?

If students have an interest in how a business functions, its structure, how important decisions get made and most importantly how the world that we live in affects

business' success or failure then they will enjoy this course. Students need to have a lively and curious mind and bring all of their ideas into class. This course is heavily essay based, so students should enjoy writing essays in assessments and be comfortable giving recommendations based on their own judgements.

*'Business has been a really enjoyable subject for me at A Level. In particular I have found strategic analysis to be interesting, models such as SWOT and PESTLE have demonstrated how analysis of a business and its decisions can improve its likelihood of success. Business studies is incredibly useful, because we live in a world surrounded by enterprise and anyone with advanced knowledge on how such enterprises function could gain an important advantage.'*



### Where this course can lead

Business A Level is respected at all universities and will act as a steppingstone onto other management courses. It also provides a general understanding of business which will help the learner progress onto apprenticeships or junior management programmes.



# BUSINESS

## **BTEC LEVEL 3 NATIONAL EXTENDED CERTIFICATE - PEARSON BTEC LEVEL 3 NATIONAL DIPLOMA - PEARSON**

### **Topics covered**

Year 1

Extended Certificate:

Unit 1 – Investigating Business (Coursework), Unit 3 – Personal and Business Finance (External Examination).

Diploma:

Unit 1 and Unit 3 (as above) plus Unit 4 - Managing an Event (Coursework) and Unit 5 – International Business (Coursework).

Year 2

Extended Certificate:

Unit 2 – Developing a Marketing Campaign (External Examination), Unit 8 - Recruitment and Selection (Coursework).

Diploma:

Unit 6: Principles and Management (External Examination), Unit 19 – Pitching for a New Business (Coursework).

### **Assessment**

Extended Certificate Coursework Units: Unit 1 and Unit 8.

Extended Certificate Examination Units: Unit 2 (3 Hour Typed Examination) and Unit 3 (2 hour Written Examination).

Diploma Coursework Units: Unit 4, Unit 5 and Unit 19.

Diploma Examination Units: Unit 6 (3 Hour Typed Examination).

**Why should I study this subject?** The Level 3 BTEC Business courses are two-year programmes, designed to allow the students to gain an effective understanding of the overall business environment. It provides a solid understanding of the business world and gives the students knowledge of the business functions and skills required to succeed.

The courses are predominantly vocational courses which help the students to develop several skills desired by universities, such as assignment writing, research skills, teamwork, presentation skills and independent learning.

The courses consist of a range of assignment based, examination and synoptic units which gives the opportunity for all types of students to succeed.



### **Where this course can lead**

These courses are excellent preparation for university. Alternatively, BTEC Business offers the skills and knowledge for students to directly enter employment either via apprenticeship programme or full-time employment.

# COMPUTER SCIENCE

## AS AND A LEVEL - OCR

### Topics covered

- Principles of algorithms
- Computational thinking
- Programming techniques and structures  
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
- Elements of computational thinking
- Problem solving and programming
- Algorithms to solve problems and standard algorithms

### Assessment

The 2 Examination Units: Computer Systems (01) and Algorithms and Programming (02), are both assessed by a 2 hours 30 minutes written examination each of which represents 40% of the course.

The Practical Programming Task (03 or 04) is assessed through a Controlled Assessment which represents 20% of the course.

### Why should I study this subject?

OCR Computer Science will, above all else, be relevant

to the modern and changing world of computing. Computer Science is a practical subject where learners 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.

A Level Computer Science values computational thinking, helping learners to develop the skills to solve problems, design systems and understand the power and limits of human and machine intelligence. Learners will develop an ability to analyse, critically evaluate and make decisions.

*"I chose computing because I enjoy learning and developing my knowledge around computers and their functionalities as I think that the knowledge is very useful for the future. Additionally, I enjoy the lessons because the information is taught in a practical way relating to the real world which some subjects don't include."*

*"One of the many reasons why I love, and chose computer science is because of the endless possibilities of things you can create, and problems you can solve with code. I especially like the hardware and networking aspects of the course too, as they allow you to gain a deeper understanding of how the world works".*

*"I took computer science because it allowed me to further my knowledge in the field of computing, a field that I am extremely passionate about and interested in, and where I hope to get a future career. It has allowed me to consolidate things I already knew, as well as learn new skills and topics which will be extremely useful when searching for employment."*

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### Where this course can lead

Computer Science is an excellent starting point for students who would like to go to university to study Computer Science or aspects of it including Systems Development, Games Development and E-commerce etc. The development of their project management skills and computational thinking will enhance and support other subjects at degree level and beyond as well as offering excellent vocational opportunities for those who do not want to move into Higher Education.



# COMPUTING

## BTEC LEVEL 3 NATIONAL EXTENDED CERTIFICATE - PEARSON

### Topics covered

**Unit 1: Principles of Computer Science:** In this unit students will explore the ways in which computer programming can be applied to solve problems and will go on to develop a sound understanding of programming concepts. Computational thinking makes up a significant part of the syllabus and plays an important role in everything we do.

**Unit 2: Fundamentals of Computer Systems:** Students will study how computer networks are designed and structured; how hardware and software systems are put together and how the internet works; it includes elements of e-commerce, and internet security and provides an essential foundation for understanding computer systems.

**Unit 7: IT Systems Security and Encryption:** Students will explore the requirement for network security and reviews the tools used to provide security including the encryption of data.

**Unit 14: Computer Games Development:** Students will investigate the technologies used in the computer gaming industry and the implications they have for users, developers and organisations. Students will analyse how user needs and preferences impact on game design and how target technologies affect the design and development of a computer game. Finally, the students design, create and review a computer game to meet requirements of a user.

### Assessment

Unit 1 – Principles of Computer Science (2 Hour External Examination)

Unit 14 – Computer Games Development (Coursework)

Unit 2 – Fundamentals of Computer Systems (2 Hour External Examination)

Unit 7 - IT Systems Security and Encryption (Coursework).

### Why should I study this subject?

This qualification is designed for learners who are interested in an introduction to the study of Computing, Business or Technology as computational thinking is a growth area in most other subjects, progressing to a wide range of Higher Education courses, not necessarily in IT.

*“BTEC Computing is an excellent course, I especially like the unit on cyber security and encryption.”*

### Where this course can lead

This course will give students the same number of UCAS points as one A Level which will allow students to progress to Higher Education or employment. These could be in the field of Information Technology, Technology or Business.

# ECONOMICS

## AS AND A LEVEL - CAMBRIDGE INTERNATIONAL EXAMINATIONS

### Topics covered

#### Year 1

Basic economic ideas and resource allocation

The price system and the microeconomy

Government microeconomic intervention

The macroeconomy

Government macroeconomic intervention

International economic issues

#### Year 2

The price system and the microeconomy

Government microeconomic intervention

The price system and the microeconomy

The macroeconomy

Government macroeconomic intervention

International economic issues

### Assessment

Papers 1 and 3 a multiple choice, Papers 2 and 4 are Data response and Essay, Half of each paper focuses on microeconomics content and the other half on Macroeconomic content.

Paper 1 - AS Level Multiple Choice - 1 hour - 30 marks

33% of the AS Level 17% of the A Level

Paper 2 - AS Level Data Response and Essays - 2 hours - 60 marks -

67% of the AS Level 33% of the A Level

Paper 3 - A Level Multiple Choice 1 hour 15 minutes - 30 marks

17% of the A Level

Paper 4 - A Level Data Response and Essays - 2 hours

- 60 marks

33% of the A Level

As this is an International GCE, the AS grade and marks achieved in Year 1 count for 50% of the final A Level grade. There is also the opportunity for a resit of this content in October of Year 13, and again in the summer of Year 13.

### Why should I study this subject?

Economics is concerned with the key issues facing us today, including globalisation, pollution and poverty. It is essentially about choice: why different sorts of people and groups of people, such as governments, have to make choices; the choices that they make, and the consequences of those choices. The work of economists transforms our lives – if you are a firm, consumer, worker, homeowner or the government you are concerned with, and affected by, economics. Economics teaches students to think logically and to use theories to understand how economies operate. Students will be taught methods used by economists and how to understand issues such as inflation, unemployment, pollution, demand and supply, exchange rates, interest rates, and the difficult decisions the UK Government face when they attempt to steer the economy in a chosen direction.

*“Economics provides an understanding of the decisions we make in our lives surrounding finance and ability to connect the dots on nationwide events “*

*“Economics is an extremely mind-opening subject, with a variety of core topics on macro and micro economics, it really explains the basics of the markets and how they work, as well as giving one a useful skill set of analysis, evaluation and critical thinking!”*

# Economic

## Where this course can lead

Economics is a highly respected and valued course by universities and employers, it is considered to be one of the 'facilitating' courses favoured by STEM courses and the Russell Group of universities. Careers in Economics are amongst the most rewarding with Economics graduates regularly being in the top 5 for post-graduate earnings by subject. Careers in Economics include: Economist, Banking, Insurer, Business and Financial Consultancy, Pricing Analyst, Social Relations, Public Sector, Accountancy, Public Relations, Journalist, Financial Consultant, Stockbroker, Taxation, Actuarial and Data Analyst.



# E-SPORTS

## BTEC LEVEL 3 NATIONAL EXTENDED CERTIFICATE - PEARSON

### Topics covered

Year 1

Unit 1: Introduction to Esports

Unit 2: Esports Skills, Strategies and Analysis

Year 2

Unit 3: Enterprise and Entrepreneurship in the Esports Industry

Unit 4: Health, Wellbeing and Fitness for Esports Players.

### Assessment

Paper 1: 2 h15m, 25%

Paper 2: 2h15m, 25%

Paper 3: 2 h15m, 25%

Paper 4: 2h15m, 25%

### Why should I study this subject?

Business is an ever-changing and evolving industry. The Esports industry is worth over £1 billion globally, and is growing every year.

The qualification will explore the structure of the Esports industry in the UK, and the various roles and routes associated with the business, before moving on to looking at specific tactics and strategies used by high performing Esports teams. Students will learn how to improve strategy and performance to teams. Following on from this, in Year 2 students will look into the Entrepreneurship in Esports, looking at how individuals identify opportunities and begin enterprises. This will explore players of the games, management, coaches and analysts, product developers, and related services such as solicitation and finance. Finally,

Unit 4 examines physical, psychological and social wellbeing for Esports players and how these can affect performance.



### Where this course can lead

This course is for anybody wanting to progress to employment in the esports industry and other related industries. A student could move into studying any number of options at university, including Business, Computing, Game Development, Esports, or move into apprenticeships in fields such as Game Development and Creative Media. 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. Jobs associated with this BTEC include: esports player, team coach, events organiser, shoutcaster and presenter, social media influencer, video production editor, photographer, data analyst

# MARKETING

## BTEC LEVEL 3 NATIONAL EXTENDED CERTIFICATE - PEARSON

### Topics covered

Learners taking this qualification will study three mandatory units:

Year 1

Careers in Marketing

Marketing Principles (externally assessed)

Year 2

Customer Communications.

The mandatory content allows learners to develop their skills, supported by underpinning knowledge, and provides the opportunity for learners to relate these to the marketing industry

### Assessment

Unit 1 – Careers in Marketing - (Internal Coursework)

Unit 2 – Marketing Principles - (External Examination 1.5 Hours written paper)

Unit 3 – Customer Communications - (Internal Coursework)

### Why should I study this subject?

The Pearson BTEC Level 3 National Extended Certificate in Marketing is equivalent in size to one A Level. It may be taken alongside other Level 3 vocational qualifications and/or A Levels as part of a two-year, including BTEC Business and so broadening learners' potential career options.

This course is an excellent option for any student interested in the marketing side of business strategy.

Those students who aspire to set up their own businesses in future or who aim to work within business



### Where this course can lead

The qualification is aimed at learners who are looking to progress to employment in the sector via an apprenticeship and whose aspirations may also be to enter higher education. The qualification is fully mapped to the CIM L3 Foundation Certificate in Professional Marketing. This means that it will be recognised by employers and will support entry into this industry as a marketing executive. When combined with other Level 3 qualifications, this qualification also offers learners the opportunity to progress to a broad range of higher education programmes, including Higher National Diploma and bachelor degrees

# People and Places

“

*“Studying geography has opened up my future options in university and has given me an expanded outlook on arising issues that we face.”*

*“Studying French at A Level showed me how truly beautiful the language is and sound. It has also helped me to learn other languages as there are many similarities.”*

*“English Literature is a subject that I really enjoyed at GCSE, I loved that we had to come up with our own original ideas and I picked it for my love of the literature we would be studying. I would recommend AS literature for students in GCSE who are creative, open minded and ambitious. You will fall in love with the texts you are studying!”*

”



# APPLIED LAW

## BTEC LEVEL 3 NATIONAL EXTENDED CERTIFICATE - PEARSON

### Topics covered

#### Year 1

Unit 1 – Dispute Solving in Civil Law: Structure and Hierarchy of Civil Courts, Alternative Dispute Resolution, Funding Legal Advice and Representation, The Roles of Solicitors, Barristers and Judges, Judicial Precedent and the Tort of Negligence.

Unit 2 – Investigating Aspects of Criminal Law and the Legal System: Acts of Parliament, Statutory Interpretation, Delegated Legislation, European Union Law, Lay People, Elements of a Crime, Non-fatal Offences and Sentencing.

#### Year 2

Unit 3 – Applying the Law: Murder, Manslaughter, Property offences, General defences and Police Powers.

Unit 6 - Contract Law.

### Assessment

Unit 1 (2 hour external examination) 25% of Extended Certificate Qualification.

Unit 2 (Coursework) 25% of Extended Certificate Qualification.

Unit 3 (3 hour external examination) 25% of Extended Certificate Qualification.

Unit 6 (Coursework) 25% of Extended Certificate Qualification.

### Why should I study this subject?

BTEC L3 Applied Law qualification has been developed in consultation with employers and. It includes the

opportunity to develop the research, communication, presentation, decision-making and critical-thinking skills valued by higher education.

This course enables students to become aware of the relevance and role of the law in real-world situations and encourages their interest in its use and development, but with an applied focus throughout. Studying this subject helps students to use relevant knowledge and understanding, analyse and learn to apply legal concepts, principles and rules to a range of situations, and communicate an argument through problem-solving and evaluative writing. These transferable skills equip students in a wide range of subjects and real-world situations.



### Where this course can lead

Successful completion of this course will enable progression to university. It will provide students with the foundation knowledge and skills to assist studying courses such as Law, Politics, Business Studies and Criminology and will aid a career in a variety of related areas.

# ENGLISH LANGUAGE

## AS AND A LEVEL - CAMBRIDGE INTERNATIONAL EXAMINATIONS

### Topics covered

Year 1

Reading (Paper 1)

Writing (Paper 2)

Year 2

Language Analysis- Change and Acquisition (Paper 3)

Language Topics- English in the world and Language and self (Paper 4)

### Assessment

Paper 1: 2 hr 15, 25%

Paper 2: 2 hr, 25%

Paper 3: 2 hr 15, 25%

Paper 4: 2 hr 15, 25%

As this is an International GCE, the AS grade and marks achieved in Year 1 count for 50% of the final A Level grade. There is also the opportunity for a resit of this content in October of Year 13, and again in the summer of Year 13.

### Why should I study this subject?

The study of language offers a core of analytical methods, topic and skills which have proven value and should inform and supplement many other A Level courses.

*“A Level English Language is so different to what you expect at GCSE - it’s so much more in-depth and fun. You get to learn about how people’s accents change*

*opinions about them, and how people’s ideas and stereotypes impact how they speak and write. I would recommend it to anyone willing to take the chance to learn it - it’s not the easiest subject but I find it to be one of my most enjoyed ones.”*

*“English Language allowed me to learn about theories and concepts behind everyday language. The difference between GCSE and A Level content is massive, in A Level we study how things like gender and age impact language as well as accents from around the UK and the world. English has helped me to understand more about how and why we speak the way we do.”*



### Where this course can lead

This course will undoubtedly develop the written and spoken skills needed for any career or Higher Education course and will be especially valuable to a career in law, teaching, advertising, television, journalism, public relations and sales.

# LITERATURE IN ENGLISH

## AS AND A LEVEL - CAMBRIDGE INTERNATIONAL EXAMINATIONS

### Topics covered

Year 1

Drama and Poetry (Paper 1)

Prose and Unseen (Paper 2)

Year 2

Shakespeare and Drama (Paper 1)

Pre and post 1900 Poetry and Prose (Paper 2)

Assessment

Paper 1: 2 hr, 25%

Paper 2: 2 hr, 25%

Paper 3: 2 hr, 25%

Paper 4: 2 hr, 25%

As this is an International GCE, the AS grade and marks achieved in Year 1 count for 50% of the final A Level grade. There is also the opportunity for a resit of this content in October of Year 13, and again in the summer of Year 13.

### Why should I study this subject?

Studying Literature develops transferable skills in analysis, critical thinking and written/spoken communication, which are essential to support any essay-based subjects at A Level or to prepare for Higher Education. It creates an empathetic and reflective student by promoting personal, cultural and historical awareness.

*“Literature allows you to learn about human behaviour*

*and society on a deeper level. It helps you to think critically through reflection, which is really useful when it comes to choosing subjects like law for your future career.”*

*“English Literature is a subject that I really enjoyed at GCSE, I loved that we had to come up with our own original ideas and I picked it for my love of the literature we would be studying. I would recommend AS literature for students in GCSE who are creative, open minded and ambitious. You will fall in love with the texts you are studying!”*



### Where this course can lead

Literature is a ‘facilitating’ subject that is highly regarded by universities. The skills developed will support any post-18 pathway including careers in journalism, law, politics, teaching, advertising, public relations, television/film, writing, etc. Famous people who studied Literature at university include Boris Johnson, Stephen King, Emma Watson and many actors and directors.



# FRENCH

## AS AND A LEVEL - AQA

### Topics covered

Year 1

Changing family

Cyber-society

Charity work

Heritage

French music

French cinema

Year 2

Social issues: diversity, marginalised, criminality

Political issues: voting, strikes, immigration

Artistic culture: film *La Haine*, book *No et Moi*

### Assessment

Paper 1 Listening, Reading, Translation: 2h30, 50%

Paper 2 Writing essays: 2h, 20%

Paper 3 Speaking (cards stimuli + IRP): 21-23 min, 30%

### Why should I study this subject?

The language of the Enlightenment! French is the language of the universal ideals advocated by the philosophers of the 18th century Enlightenment, who helped to spread the idea of human rights throughout the world. The language of international relations! French is both a working language and an official language of the United Nations, the European Union, UNESCO, NATO, the International Olympic Committee, the International Red Cross and international courts. Proficiency in French is essential for anyone considering a career in any international organisation. An advantage for studying in France!

Speaking French opens up opportunities for higher education at some of France's best-known universities (the Sorbonne, Pierre Marie Curie University, etc.) or elite grandes écoles (HEC, Polytechnique, ESSEC), often on very favourable financial terms. Students with a good level of French may be eligible to apply for a French Government grant to enrol on a postgraduate course of their choice in France, leading to an internationally recognised postgraduate degree.

*“Studying French at A Level showed me how truly beautiful the language is and sound. It has also helped me to learn other languages as there are many similarities.”*

### Where this course can lead

With our world becoming more globalised by the day, the ability to speak another language, even if only to A Level, can open up many doors in your career and academic life.

49% of UK businesses look for employees who can speak French, meaning studying the language will be a huge asset to anyone's career. With a projected 750 million speakers by 2050, being able to speak the French language is a powerful skill to have.

Your knowledge of French will give students the opportunity to take a gap year in various French-speaking countries.

Given its cultural history, French also goes well with subjects such as Music and most arts-based study areas. Psychology and History are also subjects students could consider pairing with French.

# GEOGRAPHY

## AS AND A LEVEL - PEARSON EDEXCEL

### Topics covered

#### Year 1

Tectonics Processes and Hazards (Paper 1)

Coastal Landscapes and Change (Paper 1)

Globalisation (Paper 2)

Regenerating Places (Paper 2)

#### Year 2

Water Cycle and Water Insecurity (Paper 1)

Carbon Cycle and Energy Security (Paper 1)

Superpowers (Paper 2)

Migration, Identity and Sovereignty (Paper 2)

### Assessment

Paper 1: 2 h15m, 30%

Paper 2: 2h15m, 30%

Paper 3: Synoptic Assessment, 2h15m, 20%

Coursework: Independent Investigation, 20%

### Why should I study this subject?

Geography is arguably the most important subject of all. A good understanding of the physical and human processes taking place in the world is essential for the very future of the planet. The course will not only teach you how the world works but how to think critically about the problems and solutions for forthcoming generations.

*“Studying geography has opened up my future options in university and has given me an expanded outlook on arising issues that we face.”*

*“Geography is my favourite subject in the Sixth Form.”*

*I love how it combines features of all subjects ranging from economics all the way to biology and chemistry whilst still maintaining a geographical core. It has helped me to thrive in all my subjects! I find geography very useful in day-to-day life and enjoy the fact that I can use what I've learnt to find out about how and why things happen in the environment making the subject so much more interesting and appealing.”*



### Where this course can lead

Geography is highly valued and respected by universities and employers and is one of the ‘facilitating’ subjects.

# GERMAN

## AS AND A LEVEL - AQA

### Topics covered

Year 1

The Changing Face of the Family

Technology and Social Media

Youth Culture (Fashion, Music)

Architecture

Berlin

Festivals and Traditions

Year 2

Immigration

Racism

Integration

Germany and the EU

The Reunification of Germany

Film – Das Leben der Anderen

Book – Der Vorleser

Assessment

Paper 1: Listening, Reading, Writing - 2 hours 30 minutes, 50%

Paper 2: Film and Book Essays – 2 hours, 20%

Paper 3 Speaking – 16 to 18 minutes, 30%

### Why should I study this subject?

Knowledge of German increases job opportunities with German and foreign companies in your own country and abroad. Proficiency in German helps students to function productively for an employer with global business connections. German is also the 2nd most important language in the world of science and engineering and is the language of music and philosophy.

*“German encompasses everything I am passionate about – History, Literature and Language. And my multilingualism will hopefully make me very employable”*



### Where this course can lead

Business, science, mechanical and chemical engineering, research and development. Not to mention international banking and law and obviously translation services.



# HISTORY

## AS AND A LEVEL - OCR

### Topics covered

Year 1

England 1547-1603: The Later Tudors

Democracy and Dictatorship in Germany 1919-1963

Year 2

Civil Rights in the USA 1865-1992

Topic Based Essay - coursework

### Assessment

Paper 1 1h30 25%

Paper 2 1h30 15%

Paper 3 2h 30 40%

Paper 4 – 4,000-word essay 20%

### Why should I study this subject?

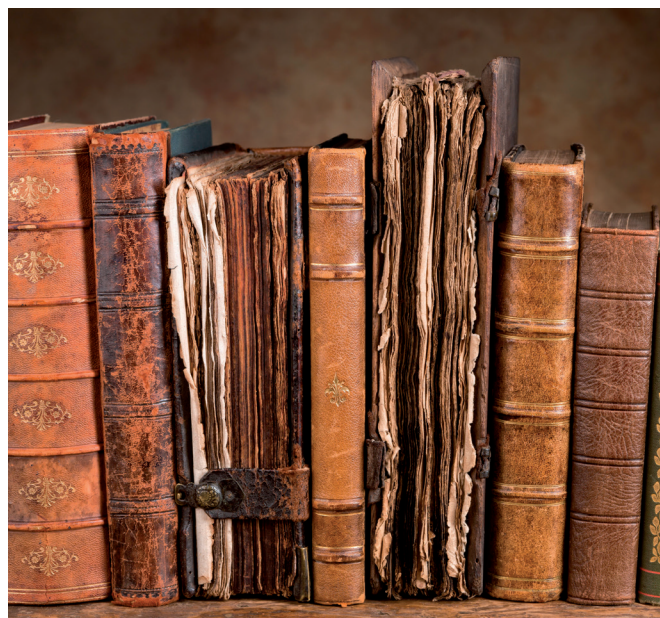
History develops critical and reflective thinking with an understanding of historical topics and issues. It encourages awareness of the importance of historical knowledge in explaining contemporary issues. The topics covered over the two year course are diverse and should appeal to all learners. They give a real insight into key historical time periods - the people making decisions, how countries interacted and the society that was created. What better way to understand the modern world than from learning from the past!?

*“A captivating subject that broadens your understanding of the current world situation. It makes you think how different the world could be if certain events did not happen and how important they are to current world affairs.”*

*“I like that History is useful for lots of different things -*

*the content you learn and skills that you gain can be applied to various other subjects, as well as preparing you for future study and careers.”*

*“History A Level prepares you for university/higher education as it allows you to develop your analytical and evaluation skills whilst the NEA improves your time management.”*



### Where this course can lead

This course creates independent learners, critical thinkers and decision-makers – all personal assets that can make learners stand out as they progress to Higher Education or the workplace.

# IELTS

## ESOL - CAMBRIDGE

### Topics covered

Technology  
Environmental issues  
Infrastructure  
Geography and topology  
History and artifacts  
Scientific breakthroughs  
Family and society  
Work and education  
Global issues and opportunities  
The future  
Money and the economy  
Well being  
The natural world  
Ageing populations  
Traffic and transport

### Assessment

Paper 1: Listening- 40 mins  
Paper 2: Reading 1 hr  
Paper 3: Writing 1 hr  
Paper 4: Speaking 15 mins

### Why should I study this subject?

As IELTS is accepted by more than 10,000 institutions around the world, it is incredibly useful for students. Having a high score in IELTS can help students attend university in the UK, USA, or many other countries. Doing a Masters or PhD program, or attending a particularly good school, will require a higher IELTS score than doing a basic BA program at a not-so-famous institution.

*IELTS is useful for all steps and stages of your life*

*as it is recognised worldwide and accepted in many countries. IELTS helped me in different ways: from improving my English language skills to building personality and developing as a person by considering various aspects of life.*



### Where this course can lead

Learning English is a life-long journey of personal development that leads to many wonderful experiences. By getting focused now students can help guarantee their successful future by making sure they are ready to apply to the best universities and get accepted, improve their communication skills to prepare for a career or earn more money in business, immigrate to an English speaking country, and become more confident as they see themselves growing and improving every day.

# LAW

## AS AND A LEVEL - CAMBRIDGE INTERNATIONAL EXAMINATIONS

### Topics covered

Year 1

The Structure and Operation of the English Legal System (Paper 1)

Data response: the English Legal System including Criminal Law, Property Offences and Sentencing (Paper 2)

Year 2

Contract Law (Paper 3)

Law of Tort (Paper 4)

### Assessment

Paper 1 (1 hour 30 mins) 30% of A Level Qualification (60% of AS).

Paper 2 (1 hour 30 mins) 20% of A Level Qualification (40% of AS).

Paper 3 (1 hour 30 mins) 25% of A Level Qualification.

Paper 4 (1 hour 30 mins) 25% of A Level Qualification.

As this is an International GCE, the AS grade and marks achieved in Year 1 count for 50% of the final A Level grade. There is also the opportunity for a resit of this content in October of Year 13, and again in the summer of Year 13.

### Why should I study this subject?

AS & A Level Law enables students to become aware of the relevance and role of the law in real-world situations and encourages their interest in its use and development. The principal focus is on the law of England and Wales. Studying this subject helps students to use relevant knowledge and understanding,

analyse and learn to apply legal concepts, principles and rules to a range of situations, and communicate an argument through problem-solving and evaluative writing. These transferable skills equip students in a wide range of subjects and real-world situations.

'I enjoy law A Level as it provides the opportunity to develop a range of skills like analytical thinking and it enables you to explore many aspects of human life.'

*'Law is a subject that entertains as well as educates - it's very exposing in regards to human behaviour and relationships. The teachers are lovely and make classes very immersive. I come to lessons genuinely interested in what I'm going to learn, rather than focusing on passing an exam.'*

*'At first I was sure of my first three options but not my fourth and so I picked law as interested me enough on the spot to want to take it even though it was something I had never really thought of before. I'm happy I did. I love law as it is logical but the topics are interesting. It is applying history and laws to a scenario and working it out a way a lawyer/judge would. It's finding out how society works! I would highly recommend.'*

### Where this course can lead

Successful completion of this course will enable progression to university. It will provide you with the foundation knowledge and skills to assist studying courses such as Law, Politics, Business Studies and Criminology and will aid a career in a variety of related areas.



# PSYCHOLOGY

## AS AND A LEVEL - AQA

### Topics covered

Year 1

Social influence, Memory, Attachment, Approaches in Psychology, Psychopathology and Research methods.

Year 2

Issues and Debates in Psychology, Biological Psychology, Cognition and Development, Schizophrenia, Addiction and further research methods and approaches in psychology

Assessment

Paper 1: 1 hour 30 mins 50% of AS qualification

Paper 2: 1 hour 30 mins 50% of AS qualification

Paper 1 (year 2) 2 hour written 33% of A Level qualification

Paper 2 (year 2) 2 hour written 33% of A Level qualification

Paper 3 (year 2) 2 hour written 33% of A Level qualification

### Why should I study this subject?

Psychology is the scientific study of the human mind and behaviour. Psychologists seek to understand and explain why people behave in the ways they do. Studying Psychology A Level offers students the opportunity to apply psychological concepts and theory to explain real world phenomenon. Students will learn about and put into practice principles of scientific investigation and be able to assess a range of theories and research studies covering areas such as cognitive psychology, developmental psychology psychopathology and social psychology. Studying

A Level Psychology enable students to develop their skills in extended writing skills, critical thinking, problem solving, analysis and application.

*'I really enjoy Psychology because the content has helped me personally build a foundation of knowledge for a career in medicine. Psychology A Level has elements of real life application that you can use for your whole life. My favourite topics are attachment and schizophrenia.'*

*'I chose Psychology because the course is very interesting and relates to every part of life, particularly topics like social influence. Learning about how to understand people make me more empathetic and allows to put myself in someone else's shoes.'*

*Studying A Level Psychology has led me to apply for a course in psychology at university, all thanks to engaging and fascinating Psychology lessons are at QE.'*

*'I chose Psychology because I find it one of the most interesting subjects. It give you an insight and better understanding of people and daily life phenomenon. The way Psychology is taught makes me understand the content even though it is not an easy subject.'*

### Where this course can lead

Successful completion of this course will enable progression into a range of undergraduate courses and careers. It will provide you with the foundation knowledge and skills to assist studying courses such as Psychology, Business, Law, Politics, Medicine and Sport and Exercise Science

# SPANISH

## AS AND A LEVEL - AQA

### Topics covered

#### Year 1

- Listening, reading and writing  
Aspects of Hispanic society, Modern and traditional values, Cyberspace, Equal rights, Artistic culture in the Hispanic world, Modern day idols, Aspects of political life in Hispanic society, Today's youth, tomorrow's citizens
- Grammar  
One text or one film from the lists in the specification
- Grammar (currently we do the film "El laberinto del fauno")
- Speaking  
One sub-theme from Artistic culture in the Hispanic world

#### Year 2

- Listening, reading and writing  
Aspects of political life in the Hispanic world, Monarchies and dictatorships, Popular movements, Artistic Culture in the Hispanic world, Spanish regional identity, Cultural heritage, Multiculturalism in Hispanic society, Immigration, Racism, Integration  
One text and one film or two texts from the list set in the specification
- Grammar  
Currently at school we do "El laberinto del fauno" and "La casa de Bernarda Alba"

- Speaking  
Individual Research Project  
One of four themes (Aspects of Hispanic society or Artistic culture in the Hispanic world or Multiculturalism in Hispanic society or Aspects of political life in Hispanic society)

### Assessment

Paper 1: Written exam 2 hours 30 minutes

100 marks

50% of A Level

Paper 2: Written exam 2 hours

80 marks in total

20% of A Level

Paper 3: Oral exam: 21-23 minutes (including 5 minutes preparation time)

60 marks

30% of A Level

### Why should I study this subject?

"Speaking a second language teaches you communication, presentation and soft skills that help you to connect to your audience more. All these transferable skills will give your overall confidence levels a boost, regardless of the scenario. "8 Reasons to Choose a Language at GCSE and A Level | School Guide Blog

*'All throughout high school languages were my favourite subjects - I was never a maths or science person. Spanish is the perfect blend of fun and academics. its a mix of history, the language and the culture and so i would recommend it to anyone who has these interests. I love Spanish and I would recommend it to anyone who is interested in studying it, it's one of my favourite lessons every day and the teachers are phenomenal!'*



*'Learning Spanish unlocks whole new parts of the world to explore and allows you to engage with exciting new cultures and people.'*

*'Spanish was a way for me to get an all encompassing understanding of a large part of the world from my classroom seat. It has exposed me to new ways of thinking and consequentially changed how I communicate with others for the better'. Lucy Hirst*  
*'I chose Spanish because learning a language can give you access to many more opportunities since you're able to communicate with a greater number of people from around the world. Additionally, the Spanish culture and their traditions are very interesting as there is such a large variety.'*

### **Where this course can lead**

"Being able to speak, write and understand Spanish is an important skill for many workplaces, especially as businesses expand internationally. Getting a degree in Spanish can make you eligible for job opportunities in government, social services, education, business and international relations among many other exciting fields." What Jobs Can You Get With a Spanish Degree? | Indeed.com



“

# *Creative and Physical*

*The tutors were super-flexible in tailoring the course options to match my interests and support my university choices. I felt a welcome part of the art department as I worked alongside the tutors to develop my fashion aspirations. QE's fashion course is a rare find and I'm so glad I came here for it.*

*“Studying Creative Arts helped me a lot throughout my years at QE. My teachers gave me guidance with my portfolio and personal statement to help me gain a place at my first-choice university.”*

*“Studying a variety of Creative Arts subjects at QE encouraged me to develop my self-expression and creativity. My teachers were very supportive and boosted my confidence and helped me to develop as an artist and a person.”*

”

# 3D DESIGN

## A LEVEL - AQA

### Topics covered

#### Course content

Developing ideas through sustained and focused visual investigations informed by contextual sources, demonstrating analytical and critical understanding  
Experimenting with a range of 3D media, materials and processes exploring both traditional and new media techniques, reviewing and refining work as it develops  
Visually recording from observations and critically reflecting and developing work as it progresses.  
Presenting a personal, informed and meaningful response realising intentions and making connections between visual and other elements

### Assessment

All work assessed is portfolio and practical outcomes. There is no AS course all work produced in year 12 and 13 is assessed for the A Level.

- Personal Investigation + Portfolio from year 1 (60%)  
Students select their own practical investigation into an idea, concept or theme from which a major sustained investigation develops, demonstrating the importance of process as well as product.  
Students are also required to complete a critical and contextual essay (1000-3000 words) making connections with the chosen theme.

Component 2: Externally set assignment (40%) This is in response to an externally set examination paper. Students select one theme and produce a sustained practical investigation that culminates in a practical examination (15 hours)

### Why should I study this subject?

3D Design is the creative design led approach to design technology. 3D Design will develop a range of experimental recording skills, practical making skills and critical thinking skills. This course is recommended for students who have studied an Art or Design based subject at GCSE. The curriculum is designed to extend a foundation of skills, exploring a range of innovative media, materials and technical processes. Students are encouraged to work independently responding to contextual challenges. This course is recommended for anyone planning a career in the creative design industry. 3D Design A Level offers much of the creative content of a Design Technology A Level without the theoretical written examination.

### Where this course can lead

3D Design develops creative thinkers with the ability to analyse, question and solve problems. Combined with a broad range of technical skills, modelling and developing prototypes students will become confident communicators with the ability to present their ideas in preparation to progress towards the following degree courses: Architecture, Environmental Design, Interior Design, Theatre/Set Design, Exhibition Design, Product Design, Jewellery Design, 3D Digital Design, Ceramics, Sculpture, Television and Film Design, Game Design and Graphic Design.

# ART, CRAFT AND DESIGN

## A LEVEL - AQA

### Topics covered

This is a 2 year course exploring practical and critical/contextual work through a range of 2D and/or 3D processes and media. Year 12 will be spent developing a portfolio of work using both practical physical and digital art.

Moving from year 12 into year 13 students develop personal self-directed work based on an idea, issue, concept or theme leading to a finished outcome or a series. Practical elements should make connections with some aspect of contemporary or past practice of artist(s), designer(s), photographers or craftspeople and include written work of no less than 1000 and no more than 3000 words which supports the practical work.

### Assessment

Component 1: Portfolio (60%). Students will produce a portfolio of work in response to a theme that exemplifies aspects of their developing knowledge, skills and understanding. They will demonstrate creative art-based skills both practical and critical. Students are expected to work in an independent manner.

Component 2: Externally set assignment (40%) must show evidence of areas of study drawn from one or more of the endorsed titles listed above. This is in response to an externally set examination paper. Students select one theme and produce a sustained practical investigation that culminates in a practical

examination (15 hours).

### Why should I study this subject?

Designed to build on your success at GCSE (or equivalent) this advanced art course allows students to progress, experiences and explore a range of two-dimensional and three-dimensional media, processes and techniques. Students will explore the use of drawing for different purposes, using a variety of methods and media. Integral to the investigating and making processes, students will take inspiration and explore relevant images, artefacts and resources relating to a range of art, craft and design, from the past and from recent times. Students' responses to these examples must be shown through practical and critical activities that demonstrate their understanding of different styles, genres and traditions. A Level Art Craft and Design is a highly practical course with all work assessed in sketchbooks/portfolio, physical and digital visual outcomes. There is no theoretical written examination; the examination is practically based in response to exam board set themes.

*“Studying a variety of Creative Arts subjects at QE encouraged me to develop my self-expression and creativity. My teachers were very supportive and boosted my confidence and helped me to develop as an artist and a person.”*





### **Where this course can lead**

A Level Art Craft and Design is the perfect choice if students are creative and imaginative and could lead to a degree in art or a related subject such as Architecture, Ceramics, Product Design or Fashion and Textiles. The most popular route from A Level into an art related degree is to complete an art foundation course at a higher education college or university. A Level Art also demonstrates students are creative thinkers and is a valuable qualification in a wide range of subjects at degree level, such as media, marketing, public relations and even accounting

# ART AND DESIGN PRACTICE

## ART AND DESIGN PRACTICE BTEC LEVEL 3 NATIONAL 540 DIPLOMA / EXTENDED DIPLOMA - PEARSON

### Topics covered

Year 1 A1 Skills Development

Year 2 A2 Creative Project

Extended Diploma – as above plus a module Advancing Creative Practice.

### Assessment

100% Coursework assessed over 4 or 7 projects. Internally marked externally moderated/verified

### Why should I study this subject?

Alongside the Extended Diploma the new BTEC Art and Design Practice 540 Diploma qualification has been developed alongside experts from the creative industries to focus on practical and progression-focused learning. Featuring one large, simple and holistic teaching modules: Exploring and Developing Art and Design Skills. This offers students the opportunity to develop their art and design skills exploring ways of informing ideas, understanding and developing solutions to creative challenges. Students will develop work practically through producing work and experimenting with a range of ideas and technical practices. Students complete completing a mixture of practical projects, briefs, workshops engaging with industry resulting in the production of a portfolio of work ready for progression on further study in the arts, or directly into a career or apprenticeship.

*“The tutors were super-flexible in tailoring the course options to match my interests and support my university choices. I felt a welcome part of the art department as I worked alongside the tutors to develop my fashion aspirations. QE’s fashion course is a rare find and I’m so glad I came here for it.”*



### Where this course can lead

Many students who complete the 540 diploma choose an Art and design Foundation course before progressing to a degree in a creative subject. The Extended Diploma, equivalent to three A Levels, is a two-year, full-time course that meets entry requirements for students who want to progress to higher education courses in art and design areas before entering employment. Courses might include: Creative Technology BSc, Fashion Jewellery BA, Fine Art BFA/BA, Fashion Design BA, Graphic Design BA, History, Communication and Curation BA, Product and Industrial Design BA



# CREATIVE MEDIA PRACTICE

## CREATIVE MEDIA PRACTICE BTEC LEVEL 3 NATIONAL 540 DIPLOMA / EXTENDED DIPLOMA - PEARSON

### Topics covered

Module A Exploring and Developing Art and Design Skills – 540 GLH A1 Skills Development year 13 A2 Creative Project

Extended Diploma – as above plus a module on Advancing Creative Practice

### Assessment

100% Coursework assessed over 4 or 7 projects. Internally marked externally moderated/verified

### Why should I study this subject?

In the qualification students can explore a broad range of creative media specialisms and purposes, students will learn to explore and refine different interrelated practices to develop technical and communication skills and build confidence for producing outcomes to meet a need or fulfil a purpose. Student focus on one module- Exploring and Developing Creative Media Skills. There are two pathways student can choose but the fundamentals covered in both enable students to take ownership of their own projects. They will explore ways of informing ideas, understand, and develop solutions to creative challenges, acquire technical skills and develop professional practice and communication skills. Students will develop these underpinning skills practically through producing work, experimenting with a range of ideas and technical practices. They will have the opportunity to bring them together in response to a

range of projects and creative briefs.



### Where this course can lead

This course is an excellent preparation for further study of Art and related disciplines at degree level. It will allow students to build strong portfolio for direct entry to an Art Degree or to move onto a Foundation course if preferred.

# FASHION/ TEXTILES

## A LEVEL - AQA

### Topics covered

Course content

Developing ideas through sustained and focused visual investigations informed by contextual sources, demonstrating analytical and critical understanding

Experimenting with a range of textile and fashion media, materials and processes exploring both traditional and new media techniques, reviewing and refining work as it develops

Visually recording from observations and critically reflecting and developing work as it progresses

Presenting a personal, informed and meaningful response realising intentions and making connections between visual and other elements

### Assessment

All work assessed is portfolio and practical outcomes.

There is no AS course all work produced in year 12 and 13 is assess for the A Level.

Personal Investigation + Portfolio from year 1 (60%)

Students select their own practical investigation into an idea, concept or theme from which a major sustained investigation develops, demonstrating the importance of process as well as product. Students are also required to complete a critical and contextual essay (1000-3000 words) making connections with the chosen theme.

Component 2: Externally set assignment (40%) This is in response to an externally set examination paper. Students select one theme and produce a sustained practical investigation that culminates in a practical

examination (15 hours)

### Why should I study this subject?

A Level Textiles is designed to allow student to respond to the visual world in a creative way through hands-on making, exploring exciting textile design techniques.

Using our dedicated textile and fashion studio students can find all sorts of opportunities to indulge your creative impulses. Students will be encouraged to discover a unique style, push the boundaries of their creative thinking and build on their strengths.

Students will have opportunities to direct their work towards fashion, textiles, theatrical costume or interiors.

The textiles teachers devise projects that encourage students to explore their creative instincts through a wide range of materials and techniques developing skills and knowledge. Students will also examine the work of contemporary textile and fashion designers to discover their own way of working that gives them the confidence to progress.

*“Studying Textiles at QE allowed me to experiment with new and different techniques such as combining ceramics and fabrics together mixing media and allowing me to take by knowledge to the next level.”*

### Where this course can lead

The diversity of our course makes it ideally suited if students are intending to go on to study in a more specialised area of art and design Advertising, Costume Design, Fashion Design, Fine Art, Graphic Design, Illustration, Special Effects for Cinema, Photography, 3D Product Design, Sculpture, Textiles and more... It is an excellent pre-degree course and will provide students with rich and vibrant portfolio work.



# MUSIC

## AS AND A LEVEL - EDUQAS

### Topics covered

1. Performing 35% Students are encouraged to develop their performance skills by playing a range of styles of music as a soloist and/ or as an ensemble member. At A Level students present a performance of a minimum of 8 minutes, at AS 6 minutes. It is very important that all students have an instrumental teacher and follow a course of guided study on their instruments.
2. Composing 25%. Students learn how to write for instrument and/or voices and how to develop musical ideas as well as learning to compose using styles and techniques of other composers.
3. Appraising 40% This unit focuses on listening to music and understanding how it works. The unit covers 3 main areas of study:
  - The Western Classical Tradition
  - A choice of one area of study from: Area of study B: Rock and Pop Area of study C: Musical Theatre Area of study D: Jazz

### Assessment

- AS Unit 1: Performing Total duration of performances: 6-8 minutes 12% of qualification 60 marks
- AS Unit 2: Composing Total duration of compositions: 3-6 minutes 12% of qualification 54 marks
- AS Unit 3: Appraising Written examination: 1 hour 30 minutes (approximately) 16% of qualification 72 marks
- A2 Unit 4: Performing Option A: Total duration of performances: 10-12 minutes 90 marks Option A: 22% of qualification Option B: Total duration of performances: 6-8 minutes 60 marks Option B: 14% of qualification
- A2 Unit 5: Composing Option A: Total duration of

compositions: 3-6 minutes 54 marks Option A: 14% of qualification Option B: Total duration of compositions: 5-9 minutes 90 marks Option B: 22% of qualification

A2 Unit 6: Appraising Written examination: 2 hours 15 minutes (approximately) 24% of qualification 80 marks

### Why should I study this subject?

Music A Level is generally a requirement for all Music courses at university and a well-respected subject alongside other options. Fitting in well with most other subjects; languages, sciences and humanities are all taken alongside music, and it is a good complement to other subjects. It encompasses performance, listening and analysis, composition and elements of harmony, and so broadens students music knowledge and understanding and opens new areas of the subject which are not covered at GCSE.

More than just performing students will extend their skills in composition or analysis, because all the elements are assessed.

The course caters for a wide range of musicians. Students are free to choose any instrument(s) and/ or voice(s) and perform music in any style. Students can perform from a score or improvise, as appropriate. The level of performance is expected to correspond to Grade 7/8 (5/6 at AS) of graded examinations of bodies such as the Associated Board of the Royal Schools of Music, Trinity Guildhall, Rockschoo, and the London College of Music. If students perform at a level that exceeds Grade 7/8 (5/6 at AS) additional credit will be awarded. If students perform at a lower level, marks are scaled accordingly.

# MUSIC

## MUSIC BTEC LEVEL 3 NATIONAL FOUNDATION DIPLOMA AND EXTENDED DIPLOMA - PEARSON

### Topics covered

Students complete either two or four modules to gain each qualification, made up of individual assessment units:

Music Skills Development

The Music Industry

Personal Music Profile (Extended Diploma only)

Collaborative Music Project (Extended Diploma only)

### Assessment

100% Coursework

### Why should I study this subject?

The course allows students to concentrate on the development of their musical performance and creation techniques and relate them to the music industry. It involves a series of projects so that students can learn and refine skills and adapt them independently to vocationally varied situations. The projects will cover the development of individual and ensemble performance skills, which need to be developed to allow students to refine their technical musical proficiency.

Students will build knowledge of the music industry, organisational and collaborative skills, creative thinking, technical music skills and professional behaviours. These skills are highly regarded by higher education and employers and will greatly benefit learners who want to progress to higher education and to employment.

Students must already play an instrument or sing to a good basic standard (equivalent to grade 4 or above ABRSM or grade 5 GCSE Music) and will be expected to enrol for specialist instrument/ vocal lessons on their main instrument, to take part in at least 1 extra-curricular ensemble and to contribute to internal and external performance events. The projects allow the development of key complementary skills for musicians, such as professional skills and critical reflection



### Where this course can lead

The qualification carries UCAS points and meets the admission requirements for many relevant courses, for example: BMus (Hons) in Music (Performance), BA (Hons) in Music Technology and Production, BA (Hons) in Creative Musicianship, BA (Hons) in Digital Music and Sound Arts, BMus (Hons) in Contemporary Music Performance or BA (Hons) in Music Performance, Production and Composition.





### **Where this course can lead**

The study of A Level music can give students a great mix of social, technical and business skills as well as being a great preparation for university or conservatoire study of Music

# PERFORMING ARTS PRACTICE

## BTEC LEVEL 3 NATIONAL FOUNDATION DIPLOMA AND EXTENDED DIPLOMA - PEARSON

### Topics covered

Foundation Diploma - There are two learning and teaching modules assessed through four assessment units, with each assessment unit attracting a grade.

Extended Diploma - There are four learning modules assessed through ten assessment units. Pathways available in Acting, Musical Theatre and Dance

### Assessment

100% Coursework

### Why should I study this subject?

The exciting and diverse BTEC in Performing Arts Practice allows students to explore performance disciplines and genres and to develop and refine their performance skills through a range of different styles and methods. Units throughout the qualification provided a varied insight into the performance industry and offer students the opportunity to study classic as well as contemporary mediums of performance such as site-specific theatre, musical theatre or stand-up comedy. The skills developed in each unit are then applied to live performances and showcases throughout the two years. Performance projects are designed to be a realistic experience of the performance profession and will prepare students for study at Higher Education level or industry opportunities. Students can select a from the following pathways, should they wish to opt

for a specialism, however the 'General Performing Arts Pathway' gives learners an all-round experience if preferred

*"BTEC allowed me to learn everything on my feet. You actively participate in everything."*

*"The preparation for drama schools was really helpful and helped to take the pressure off."*



### Where this course can lead

In addition to the performing arts sector, the requirements of the qualification will mean that learners develop the transferable and higher-order skills that are highly regarded by higher education and employers. Key skills in communication, public speaking, working under pressure, creative thinking, analysis and evaluation are the most prominent meaning that our students are well-equipped for the next stage of their academic path. We have a hugely successful programme that prepares student for drama school auditions, if this is their chosen pathway.



# PHOTOGRAPHY

## A LEVEL - AQA

### Topics covered

You will be taught a variety of creative techniques and processes in art, design and photography. Coursework will include the use of camera equipment, dark room, studio work, computer software presentation skills, bookmaking, building a portfolio and a digital sketchbook of creative ideas and personal project work

### Assessment

All work assessed is portfolio and practical outcomes. There is no AS course all work produced in year 12 and 13 is assessed for the A Level.

Personal Investigation + Portfolio from year 1 (60%)

Students select their own practical investigation into an idea, concept or theme from which a major sustained investigation develops, demonstrating the importance of process as well as product. Students are also required to complete a critical and contextual essay (1000-3000 words) making connections with the chosen theme.

Component 2: Externally set assignment (40%) This is in response to an externally set examination paper. Students select one theme and produce a sustained practical investigation that culminates in a practical examination (15 hours)

### Why should I study this subject?

This exciting approach to the study of photography, explores both digital and traditional photography. This course will allow students to learn a variety of creative techniques and processes in not only photography but exploring experimental ways of mixing media and idea. Photography provides students with an

opportunity to engage with the world and the people in it through expressing themselves and their ideas. It is a challenging course but a hugely rewarding one. Our team of supportive teachers offer practical advice or ideas and then students develop an original and individual responses to a themes, artists or ideas, supporting the student as the work progresses, offering a critical response and guiding the student's technical development for a quality final result.

*"Studying Creative Arts helped me a lot throughout my years at QE. My teachers gave me guidance with my portfolio and personal statement to help me gain a place at my first-choice university."*

### Where this course can lead

Studying A Level Photography enhances creative, social and cultural understanding, while developing specialist technical knowledge around equipment, techniques and style. Many students who choose a creative degree with A Level Photography will first complete an Art foundation course at a university or higher/further education college. Transferable skills gained from film and photography A Level and degrees include:- communication skills, commercial awareness, self-motivation and flexible and independent working, and these skills are sought after by employers from industries such as film, publishing, television, public relations, photography, design, computing, education and the arts.



# PHYSICAL EDUCATION

## A LEVEL - AQA 7582

### Topics covered

Year 1 and 2

Applied anatomy and physiology

Skill acquisition

Sport and Society

Exercise physiology

Sports psychology

Biomechanics

Sport and society and the role of technology in physical activity and sport

### Assessment

Paper 1 – 2h – 35%

Section A: Applied anatomy and physiology Section B:

Skill acquisition

Section C: Sport and society

Paper 2 – 2h – 35%

Section A: Exercise physiology and biomechanics

Section B: Sport psychology

Section C: Sport and society and technology in sport

Coursework - : Practical performance and analysis in physical activity and sport – 30%

### Why should I study this subject?

This course is ideal for students who have a genuine interest and passion for sport. The course is ideal for those who want to learn more about the subject or those who have career aspirations in the sports or fitness industry. These aspirations may be in sports and exercise science, psychology, sociology of sport,

Physical education teaching or fitness and physical training. The course offers the chance to learn key concepts in depth based on a strong scientific underpinning. There is also the opportunity for your practical performance to be assessed in a sport of your choice.

*"I chose A Level P.E because the knowledge I will gain not only it helps me with my future career (as a physiotherapist) but also helps me to understand my body as an athlete. From learning the essential nutrition intake and training methods to make me stronger, fitter and healthier to aid my sport (netball) and well being."*



### Where this course can lead

Students will usually go on to further study at University. Students may choose courses in sports science or PE related fields. The course is very well respected by Universities including those with strong sporting reputations.



# SPORT

## SPORT BTEC LEVEL 3 NATIONAL EXTENDED CERTIFICATE /DIPLOMA - PEARSON

### Topics covered

- Unit 1- Anatomy and Physiology (Year 1)
- Unit 2- Fitness training and programming (Year 2)
- Unit 3 - Professional Development in the Sports Industry (year 2)
- Unit 4 - Sports Leadership (year 1)
- Unit 5 - Application of Fitness Testing (year 1)
- Unit 8 - Coaching for Performance (year 1)
- Unit 22 - Investigating Business in the Sport and Active Leisure Industry (year 2)
- Unit 23 - Skill Acquisition in Sport (year 2)

### Assessment

- Ext Cert
- Synoptic assessment
- Unit 2- Fitness training and programming (2h30min)
- Exam
- Unit 1- Anatomy and Physiology (90min)
- Diploma
- Synoptic Assessment
- Unit 22 - Investigating Business in the Sport and Active Leisure Industry (3h)
- Rest of units coursework

### Why should I study this subject?

This course will build your academic knowledge of human physiology but also includes a number of exciting practical assessments such as fitness testing and training, analysing athlete performance, giving job interviews and player feedback meetings. You will

develop real world skills to help you prepare for a future career in sport or elsewhere.

*'I chose to study the BTEC Extended certificate in sport as I wanted to build on what I had learnt in GCSE PE and felt it would be a very enjoyable to combine with other subjects. I really enjoy the variety in the modules and assignments where there is written work and learning by actually doing. However, the best thing has been able to tailor work to specific sports or areas you are interested in which is different to A Level PE where there are solely exam questions'*

### Where this course can lead

BTEC Sport is highly valued with a number of Universities and employers. Many students go on to study University courses in sports science, sports coaching, physiotherapy, sports therapy or sport and business management. Other students have gone onto further study in the USA combining their academic education with sporting scholarships. Usually, students combine study of this course with subjects that support future career choices. Examples include studying biology alongside to extend knowledge of physiology or business studies alongside to support aspirations of working in sports business management.



## COURSE AVAILABILITY

Not all courses are available in both schools. Please see the table below which indicates which courses can be studied in either the College (C) or Faculty (F).

| MATHEMATICS AND SCIENCE     | C | F |
|-----------------------------|---|---|
| APPLIED SCIENCE BTEC        |   | ● |
| BIOLOGY A LEVEL             | ● | ● |
| CHEMISTRY A LEVEL           | ● | ● |
| MATHEMATICS A LEVEL         | ● | ● |
| FURTHER MATHEMATICS A LEVEL | ● | ● |
| PHYSICS A LEVEL             | ● | ● |
| STATISTICS A LEVEL          | ● | ● |
| DIGITAL AND COMMERCE        | C | F |
| BUSINESS A LEVEL            | ● | ● |
| BUSINESS BTEC               |   | ● |
| COMPUTER SCIENCE A LEVEL    | ● |   |
| COMPUTING BTEC              |   | ● |
| ECONOMICS A LEVEL           | ● | ● |
| ESPORTS BTEC                |   | ● |
| MARKETING BTEC              |   | ● |

| PEOPLE AND PLACES             | C | F |
|-------------------------------|---|---|
| APPLIED LAW BTEC              |   | ● |
| ENGLISH LANGUAGE A LEVEL      | ● | ● |
| ENGLISH LITERATURE A LEVEL    | ● | ● |
| FRENCH A LEVEL                | ● | ● |
| GEOGRAPHY A LEVEL             | ● | ● |
| GERMAN A LEVEL                | ● | ● |
| HISTORY A LEVEL               | ● | ● |
| IELTS                         | ● | ● |
| LAW A LEVEL                   | ● |   |
| PSYCHOLOGY A LEVEL            | ● | ● |
| SPANISH A LEVEL               | ● | ● |
| CREATIVE AND PHYSICAL         | C | F |
| 3D DESIGN A LEVEL             | ● | ● |
| ART, CRAFT AND DESIGN A LEVEL | ● | ● |
| ART AND DESIGN PRACTICE BTEC  |   | ● |
| CREATIVE MEDIA BTEC           |   | ● |
| FASHION/TEXTILES A LEVEL      | ● | ● |
| MUSIC A LEVEL                 | ● |   |
| MUSIC BTEC                    |   | ● |
| PERFORMING ARTS PRACTICE BTEC |   | ● |
| PHOTOGRAPHY A LEVEL           | ● | ● |
| PHYSICAL EDUCATION A LEVEL    |   | ● |
| SPORT BTEC                    |   | ● |

## UNIVERSITY DESTINATIONS 2023 QUEEN ETHELBURGA'S COLLEGE

| COURSE   | UNIVERSITY                                  |
|--|---|
| Accounting and Finance                         | University of Bath                          |
| Accounting and Management                      | University of Bristol                       |
| Architecture                                   | The University of Edinburgh                 |
| Arts and Sciences                              | UCL (University College London)             |
| Arts and Sciences                              | UCL (University College London)             |
| Biomedical Science                             | King's College London, University of London |
| Biomedical Sciences                            | Newcastle University                        |
| Biomedical Sciences                            | Queen Mary University of London             |
| BSc Audiology                                  | UCL (University College London)             |
| Chemistry                                      | Queen Mary University of London             |
| Chemistry                                      | Durham University                           |
| Civil Engineering                              | UCL (University College London)             |
| Computer Science                               | University of Warwick                       |
| Computer Science                               | University of Nottingham                    |
| Computer Science                               | UCL (University College London)             |
| Computer Science (Software Engineering)        | Newcastle University                        |
| Computer Science & Artificial Intelligence BSc | University of Bath                          |
| Computing Science                              | University of Glasgow                       |
| Dentistry                                      | University of Glasgow                       |
| Economics                                      | UCL (University College London)             |
| Economics                                      | UCL (University College London)             |
| Economics                                      | UCL (University College London)             |
| Economics                                      | University of Birmingham                    |
| Economics and Statistics                       | UCL (University College London)             |
| Economics with Management                      | Durham University                           |
| Electronics and Electrical Engineering         | The University of Edinburgh                 |
| Engineering                                    | The University of Edinburgh                 |
| English and History                            | Queen's University Belfast                  |
| Film Studies                                   | King's College London, University of London |

| COURSE  | UNIVERSITY  |
|---|---|
| History and Politics                                      | University of Warwick   |
| International Development                                 | King's College London, University of London                               |
| International History and Politics                        | University of Leeds   |
| Language and Culture (4 years)                            | UCL (University College London)   |
| Law   | University of Warwick   |
| Law   | University of Manchester  |
| Law   | King's College London, University of London                               |
| Management  | London School of Economics and Political Science,<br>University of London |
| Master of Planning  | University of Manchester  |
| Mathematics   | University of Bath  |
| Mathematics and Finance                                   | City, University of London  |
| Mathematics with Applied Mathematics/Mathematical Physics | Imperial College London   |
| Mathematics with Finance & Accounting                     | Queen Mary University of London   |
| Mechanical Engineering                                    | The University of Edinburgh   |
| Medicine  | University of Glasgow   |
| Medicine  | University of Sheffield   |
| Neuroscience  | UCL (University College London)   |
| Performing Arts   | BIMM University   |
| Pharmacology  | University of Nottingham  |
| Pharmacy  | UCL (University College London)   |
| Pharmacy with Integrated Pre-registration Training        | UCL (University College London)   |
| Philosophy, Politics and Economics BSc                    | UCL (University College London)   |
| Political Economy   | King's College London, University of London                               |
| Politics, Philosophy and Economics                        | University of Exeter  |
| Psychological and Behavioural Science                     | London School of Economics and Political Science,<br>University of London |
| Psychology and Cognitive Neuroscience                     | University of Nottingham  |
| Stage Management and Technical Theatre                    | Royal Welsh College of Music and Drama                                    |
| Theoretical Physics                                       | UCL (University College London)   |
| Veterinary Medicine                                       | The University of Edinburgh   |



## UNIVERSITY DESTINATIONS 2023

### THE FACULTY OF QUEEN ETHELBURGA'S

| COURSE   | UNIVERSITY                                 |
|--|--|
| Accounting and Management                                    | Queen Mary University of London            |
| Ancient and Medieval History                                 | University of Birmingham                   |
| Architecture   | Northumbria University, Newcastle          |
| Audio Production and Music Technologies                      | University of Chichester                   |
| Automotive Engineering                                       | University of Leeds                        |
| Biological Sciences  | University of Westminster, London          |
| BSc Chemistry with Medicinal Chemistry and Drug Discovery    | University of Birmingham                   |
| Business & Management  | Leeds Beckett University                   |
| Business and Law   | Bristol, University of the West of England |
| Business and Management                                      | University of York                         |
| Business and Management with a Year in Industry              | University of York                         |
| Business and Management with Industrial Experience           | University of Exeter                       |
| Business Management  | University of Southampton                  |
| Business Management  | Queen Mary University of London            |
| Business Management  | University of Southampton                  |
| Business Management, Digital Innovation and Entrepreneurship | City, University of London                 |
| Computer Science   | University of Lincoln                      |
| Computer Science   | University of Lincoln                      |
| Computer Science   | Lancaster University                       |
| Cultural and Media Studies                                   | University of Leeds                        |
| Data Science   | University of Bristol                      |
| Dental Nursing   | University of Portsmouth                   |
| English Language Studies                                     | Northumbria University, Newcastle          |
| Fashion Design   | Istituto Marangoni London                  |
| Fashion Design   | University of Southampton                  |

| COURSE   | UNIVERSITY                        |
|--|-----------------------------------|
| Fashion Design and Development                           | University of the Arts London     |
| Finance and Management (with placement year)             | Loughborough University           |
| Foundation in Business                                   | Oxford Brookes University         |
| French with Business Management (4 years)                | Queen Mary University of London   |
| Game Art with Integrated Foundation Year                 | Falmouth University               |
| Graphic Design   | University of Westminster, London |
| History with Foundation Year                             | York St John University           |
| International Business (with One Year Study Abroad)      | City, University of London        |
| International Business (with placement year)             | Loughborough University           |
| International Security Studies                           | University of Nottingham          |
| Language, Culture & Communication with Intercalated Year | University of Warwick             |
| Law  | University of Sheffield           |
| Law  | Newcastle University              |
| Law  | University of Leicester           |
| Law  | University of Sheffield           |
| Marketing with a Year in Industry                        | University of Liverpool           |
| Medicine and Surgery                                     | Newcastle University              |
| Music Production   | De Montfort University            |
| Music Production   | Leeds Conservatoire               |
| Nursing (Adult)  | Sheffield Hallam University       |
| Nutrition and Dietetics                                  | University of Nottingham          |
| Paramedic Science  | Sheffield Hallam University       |
| Performing Arts  | BIMM University                   |
| Politics and International Relations                     | University of Leicester           |
| Property Finance and Investment                          | Nottingham Trent University       |
| Sport and Exercise Therapy                               | Loughborough College              |
| Sport Coaching   | Sheffield Hallam University       |
| Strength, Conditioning and Rehabilitation                | University of Gloucestershire     |
| Textile Design   | Leeds Arts University             |



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