



# Cleveland School

## Sixth Form

2024 Course Guide and Application Form



## Introduction

We are an inclusive school and seek to make provision for students of all abilities. Entry to the Sixth Form is through an application form for both internal and external candidates. This is then followed up by a group or individual interview with the Sixth Form Team.

## Wide Range of Courses

Clevedon School Sixth Form offers students a wide variety of courses and several levels of study. You can study for A Level and Level 3 BTEC and CTEC courses or we offer the option to study a one year Level 2 course in professional cookery alongside GCSE results in English Language and Mathematics, where these have not been achieved at the end of Year 11. We hope that the range of subjects and levels on offer will cater for everyone.

## Success Through Support

The Sixth Form register every morning with their tutor, and attend the Sixth Form assembly every week. The tutor is the person who will monitor the overall progress of each Sixth Form student and will help if there are problems or difficulties concerning work or any other matters.

Financial assistance is available for students through our Sixth Form Bursary Scheme. Please see our website for further details.

## Monitoring Progress

Procedures are used to monitor progress so that Sixth Form students gain the maximum benefit from their studies and extracurricular activities. There are subject consultation evenings twice a year, full reports and there are progress reviews to check that work, attendance and general attitude are proceeding satisfactorily.

## Independent Study

All students in the Sixth Form are aiming for some examination qualifications. There are no shortcuts to success, which only result from a combination of ability and hard work. Sixth Form students have a responsibility for organising the use of their time and energy to best effect. All students will have some independent study time during the week. These are not 'free periods' but periods which should be used for further study. For a number of these periods, students are timetabled to the Sixth Form Study Centre, or if they are not scheduled in the Study Centre, they can use either the Work Room or the Common Room.

## Community Life

Most students will be working alongside the friends they have made in their first five years at the school and the atmosphere created by this is both enjoyable and conducive to study. Those who join Clevedon School from outside can be sure of a warm welcome.

## After the Sixth Form

Every attempt is made to prepare and equip Sixth Form students with the skills, qualifications and experience they need for Higher Education, apprenticeships or employment. A significant number of students from Clevedon School Sixth Form go on to university every year. There is an ongoing programme of careers advice, with dedicated time spent towards the end of Year 12 where the focus is on the world of work and university. The school also has an excellent track record of students joining competitive apprenticeship programmes.

Full use is made of the many links we have with universities, colleges and local and national employers. Visitors from these sectors come to speak to the Sixth Form and visits are arranged for anyone interested.

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# Art

A level – AQA – Staff Contact: H PONTIN

## Introduction

Studying Art and Design will help you to develop imaginative, creative, intellectual and intuitive skills. You will have the opportunity to investigate, experiment, develop practical skills as well as aesthetic understanding and critical judgement.

## Summary of Course Content

Your work will cover four key areas:

- Developing your own ideas and making links with the work of other artists.
- Experimenting with processes and techniques and refining your chosen ways of working.
- Recording your observations through drawing, photography and note-making.
- Realising your intentions in personal outcomes.
- You will follow skills-based workshops for the first two terms leading into thorough research that directs the main Personal Investigation - a self chosen practical project. You will respond to an externally set stimulus for your controlled exam project.

## Topics Covered and Assessment

Your Personal Investigation is based around a theme of your choice.

Common themes often fall into one of the following categories:

- Objects and Structures
- People and/or Creatures
- Places and Spaces
- Issue Based Art
- Cultures and Traditions
- Fiction and Fantasy

Research and analysis of artists' work contributes to and inspires the development of ideas. Practical work provides the opportunity to explore and refine technical skills such as: drawing, painting, photography, printmaking, sculpture, video, digital art, installation, mixed media, other (you name it, we'll try to accommodate it!). You will produce a sketchbook of studies and developmental work leading towards a series of final pieces (including a 1000-3000 word essay in Year 13). The externally set assignment will follow the same process but a theme will be selected from a list set by the exam board. Your sketchbook will be regularly assessed to feedback on your ability to: Record, Develop your ideas, Experiment and refine and Realise your intentions.

60% Personal Investigation (Coursework)

40% Externally Set Assignment (Exam Project)

## How the Course Differs from GCSE

You will have two teachers. Each will deliver different content. There is progression from GCSE, but there is an expectation that you work increasingly independently and select and provide much of your own visual material. There is an increased emphasis on drawing, which further builds on drawing expectations at GCSE. A range of teaching styles are used including independent study, group work, critique, visits and presentations.

## Skills Acquired

- Competency in application of materials, processes, technologies and resources.
- Knowledge of how ideas, feelings and meanings can be conveyed and interpreted in images and artefacts.
- A working vocabulary and specialist terminology.
- Ability to record experiences and observations, mainly in visual form; undertake research and gather, select and organise visual and other appropriate information.
- Ability to explore relevant resources; analyse, discuss and evaluate images, objects and artefacts; and make and record independent judgements.
- Application of knowledge and understanding in making images and artefacts; review and modify work, and plan and develop ideas in the light of your own and others' evaluations.

## Where the Course Leads

This course is particularly suitable for students who wish to pursue creative Art & Design pathways at a higher level but are not yet sure which area to specialise in. A good range of practical work is one of the essential requirements for entry to Art & Design courses in Higher Education. Institutions are looking for students who have enthusiasm, enquiring minds and an understanding of a wide range of creative processes. Many students progress to Art & Design Foundation courses or to Higher Education and careers in a wide variety of fields including: Fine Art, Photography, Architecture, Graphic Design, Illustration, Fashion, Product & Industrial Design, Interior Design, Digital Arts (Games, New Media, CGI), Production (Film, TV, Theatre), Advertising & PR, Media, Psychology & Therapy, Art Curation, Teaching & Lecturing, Publishing, Landscape & Garden Design, Specialist Crafts, and many more that may not yet even exist!

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# Biology

A level – OCR – Staff Contact: A Perry

## Introduction

Biology is a fascinating subject, the study of which will see you learn about the natural world and all the living things within it. Biology undoubtedly will play a huge role in tackling the global problems we face; from how to feed a growing human population of 8 billion to how we respond to pandemics and novel diseases; from how we conserve our planet's biodiversity for future generations and how we can strive to live happier healthier lives. Students will broaden their knowledge of biology on both the microscopic and macroscopic level, in familiar topics from GCSE, alongside novel content.

## Summary of Course Content

The course covers a wide and innovative range of content and aims to develop essential knowledge and understanding of biology and how topics interlink and relate to each other. Students will appreciate how society makes decisions about scientific issues and how biology contributes to the success of the economy and society. The course will develop student practical skills, and see them attend an annual trip where they gain valuable field work skills.

## Topics Covered and Assessment

1. Development of Practical Skills in Biology
2. Foundations in Biology: Cell structure, biological molecules, nucleotides and nucleic acids, enzymes, biological membranes, cell division, cell diversity and cellular organisation.
3. Exchange and transport: Exchange surfaces, transport in animals, transport in plants.
4. Biodiversity, Evolution and Disease: Communicable diseases, disease prevention and the immune system, biodiversity, classification and evolution.
5. Communication, Homeostasis and Energy: Communication and homeostasis, excretion as an example of homeostatic control, neuronal communication, hormonal communication, plant and animal responses, photosynthesis, respiration.
6. Genetics, Evolution and Ecosystems: Cellular control, patterns of inheritance, manipulating genomes, cloning and biotechnology, ecosystems, populations and sustainability.

## **3 terminal papers**

- 1 (37%) assesses content from 1, 2, 3 and 5
- 2 (37%) assesses content from 1, 2, 4 and 6
- 3 (26%) assesses content from 1 to 6

## How the Course Differs from GCSE

Students will have two teachers who will teach different parts of the course. The course aims to extend and develop what has already been taught at GCSE as well as covering novel topics the students will not have encountered. Students will have the opportunity to experience biology in different settings, such as on the field trip taught by experts in this area.

## Skills Acquired

A whole host of skills are acquired including those in literacy, numeracy, and an ability to make connections between natural, social, economic, political and technological fields. Students will develop both independent and team working skills throughout the course, particularly through practical activities. Students will become critical thinkers able to consider evidence and be better equipped to make informed decisions.

## Where the Course Leads

Gaining an A-level in biology opens up a vast range of opportunities for both university degrees and career options, including veterinary science, healthcare, ecology, dentistry, forensics, pharmacology and physiotherapy etc. It also equips students with skills applicable to careers outside of science as well.

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# Business (A-Level)

A level – Edexcel - Staff Contact: C Blake

## Introduction

Business is everywhere and business is also very relevant to YOU! Every organisation you ever have contact with will have business principles attached to it. Whether you are buying a t-shirt from ASOS, liaising with your workplace on a point of employment law or starting your own enterprise, an understanding of how a business or not-for-profit organisation is run effectively will help you to achieve your own objectives with these organisations.

The Business A-level course is designed to demonstrate the interrelated nature of business using business models, theories and techniques to support the analysis of current business issues and situations. Therefore students, in addition to studying more traditional topics such as marketing, finance, operations and human resources, will investigate relevant current issues such as digital technology, business ethics and globalisation as well as the impact of Brexit and coronavirus.

## Summary of Course Content

The course covers a wide range of business topic areas in order to prepare learners for their next destination in the academic world. This is delivered in a traditional class setting where students learn to discuss a wide range of business topics, retain knowledge, demonstrate understanding, produce extended essay answers, work in teams and develop their numerical & verbal skills.

## Topics Covered and Assessment

The course is assessed through 100% **written examinations** (written answers to general and practical questions in exam conditions). There are 3 external examinations at the end of Yr13. Two are worth 35% and the other 30%. The following topics are studied throughout the course:

### **Theme 1: Marketing and People**

Students will develop an understanding of:

- Meeting customer needs
- The market
- Marketing mix and strategy
- Managing people
- Entrepreneurs and leaders

### **Theme 2: Managing Business Activities**

Students will develop an understanding of:

- Raising finance
- Financial planning
- Managing finance
- Resource management
- External influences

### **Theme 3: Business Decisions and Strategy**

This theme develops the concepts introduced in Theme 2.

Students will develop an understanding of:

- Business objectives and strategy
- Business growth
- Decision-making techniques
- Influences on business decisions
- Assessing competitiveness
- Managing change

### **Theme 4: Global Business**

This theme develops the concepts introduced in Theme 1.

Students will develop an understanding of globalisation:

- Global markets and business
- Expansion
- Global marketing
- Global industries and companies (multinational corporations).

## How the Course Differs from GCSE

Although the format, compared to the GCSE, is structured in a very similar way there is a higher level of understanding, time management, deadline adherence and far more depth of analysis and evaluation required in order to answer the higher mark “essay-style” exam questions. In addition, an interest in the business world is desirable in order to apply business concepts and demonstrate a real grasp of the business environment.

## Skills Acquired

Transferable employability skills acquired:

- cognitive and problem-solving skills: literacy and numerical fluency
- intrapersonal skills: communicating and working collaboratively
- interpersonal skills: self-management, adaptability and resilience, self-monitoring and development.

Transferable skills acquired for university:

- the ability to learn independently
- effective writing
- analytical thinking
- evaluative thinking
- preparation for written assessment methods used in degrees

## Where the Course Leads

Learners follow a variety of destinations, having studied A-level business, which includes a range of related degree-level programs at university or varied apprenticeships. Many related careers include marketing and public relations, accountancy, banking and law. In addition, some students study A-level Business Studies as a complimentary subject to broaden their knowledge whilst pursuing non-related careers.

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# Business (BTEC)

BTEC Level 3 Extended Certificate (eqv.A level) / Diploma (eqv. 2 A levels)

Staff Contact: C BLAKE

## Introduction

The BTEC Level 3 National Extended Certificate in Business has been designed to prepare students for the fast-paced and constantly evolving world of business, ensuring you have the commercial knowledge and skills you need to work in business or establish your own enterprise.

It is particularly suited to those who want a more practical learning experience, and it can be taken alongside or instead of A-Levels at Clevedon School Sixth Form.

Fundamentally, it is aimed at students who are interested in learning about the “real-world” business sector alongside other fields of study, such as the nature of this interesting, engaging and versatile course.

## Summary of Course Content

The course covers a wide range of business fundamentals in order to prepare learners for their next destination in the “real-world”. This is delivered in both traditional classes and computer rooms where students learn to research, give presentations, produce written projects, work in teams, develop their communication skills and study a wide range of business topics.

## Topics Covered and Assessment

Learners are assessed through a mixture of coursework assignments (practical tasks set in work-related scenarios), set tasks (practical work-related scenarios completed in realistic, time-based exam style situations) and written exams (written answers to practical questions in exam conditions).

- 1 Exploring Business - Coursework (90 GLH)
- 2 Developing a Marketing Campaign - Set Task (90 GLH)
- 3 Personal and Business Finance - Exam (120 GLH)
- 8 Recruitment and Selection Process - Coursework (60 GLH)

Units are assessed using a grading scale of Distinction (D), Merit (M), Pass (P), Near Pass (N) and Unclassified (U). The grade of Near Pass is used for externally assessed units only. All mandatory and optional units contribute proportionately to the overall qualification grade, for example a unit of 120 GLH will contribute double that of a 60 GLH unit.

## How the Course Differs from GCSE

Although the format, compared to the Level 2 BTEC, is structured in a very similar way there is a higher level of independent research, time management, deadline adherence and far more depth of analysis and evaluation required in order to achieve the higher marks. In addition, an interest in the business world is also key in order to apply business concepts and demonstrate a real grasp of the business environment.

## Skills Acquired

- Transferable employability skills acquired:
- cognitive and problem-solving skills: using critical thinking, approach non-routine problems applying expert and creative solutions, using systems and technology
- intrapersonal skills: communicating, working collaboratively, negotiating and self-presentation
- interpersonal skills: self-management, adaptability and resilience, self-monitoring and development.
- Transferable skills acquired for university:
- the ability to learn independently
- the ability to research actively and methodically
- being able to give presentations and being active group members
- effective writing
- analytical skills
- creative development
- preparation for assessment methods used in degrees

## Where the Course Leads

Learners follow a variety of destinations, having studied a Business BTEC, which includes a range of varied apprenticeships or progression onto degree-level programs at university.

The BTEC Nationals attract UCAS points (\*As with all qualifications, please go to the UCAS website for full details of the points allocated.)

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# Chemistry

A level – OCR - Staff Contact: M Bickley

## Introduction

Chemistry plays a significant role in tackling global challenges such as sustainable development, climate change and antibiotic resistance. By studying A Level Chemistry, students will develop an understanding of the fundamental chemical principles and ideas that will help provide solutions to these challenges. Students will broaden their knowledge of theoretical inorganic, organic and physical chemistry as well as develop new practical skills.

## Summary of Course Content

The course structure brings a balance of the three main areas of Chemistry; Physical, Inorganic and Organic. You begin by embracing the fundamental structures of compounds through understanding the true structure of shells and orbitals and reinforce your understanding of bonding and quantitative chemistry. Once the basics have been developed we go in depth into the energetics of reactions and better understand the cosmetics and drugs around us through your new understanding of Organic Chemistry. This includes delving into the mechanism of organic reactions, and truly understanding how and why reactions happen. All the theoretical elements of the course are underpinned by the practical skills that will be developed throughout, from titrations to organic synthesis.

## Topics Covered and Assessment

Chemistry A is split into six modules with three terminal assessments and a Practical endorsement. The assessment consists of:

Paper 1 (37%) assessing content from Modules 1,2,3 and 5

Paper 2 (37%) assessing content from Modules 1,2,4 and 6

Paper 3 (26%) Synoptic paper testing knowledge from across the whole course

The modules can be summarised as:

### **Module 1 - Development of Practical Skills**

Skills of planning, implementing, analysis and evaluation. This module underpins the whole of the specification, and covers the practical skills that students should develop throughout the course. The practical skills in this module can be assessed within written examinations and within the Practical Endorsement.

### **Module 2 - Foundations in Chemistry**

Atoms, compounds, molecules and equations, amount of substance, acid–base and redox reactions, electrons, bonding and structure. Concepts required throughout the remaining modules.

### **Module 3 - Periodic Table and Energy**

The Periodic Table and periodicity, group 2 and the halogens, qualitative analysis, enthalpy changes, reaction rates and equilibrium (qualitative).

### **Module 4 - Core Organic Chemistry**

Basic concepts, hydrocarbons, alcohols and haloalkanes, organic synthesis and analytical techniques.

### **Module 5 - Physical Chemistry and Transition Elements**

Reaction rates and equilibrium (quantitative), pH and buffers, enthalpy, entropy and free energy, redox and electrode potentials, transition elements.

### **Module 6 - Organic Chemistry and Analysis**

Aromatic compounds, carbonyl compounds, carboxylic acids and esters, nitrogen compounds, polymers, organic synthesis, chromatography and spectroscopy (NMR).

## How the Course Differs from GCSE

Although the foundations from GCSE Science and Chemistry are intrinsic to the course, the content studied goes into far more depth and the understanding of ideas involved is extended. The way that it is studied also changes, with students being required to develop their own notes from what they have learned in the lesson with further independent study. Students will also be exposed to brand new ideas, and learn how to carry out various practicals using equipment and chemicals not covered at GCSE.

## Skills Acquired

As well as the knowledge of the subject and the practical skills gained, chemistry students develop many other skills wanted by universities and employers, such as:

- Problem solving
- Numeracy
- Communication
- Creativity
- Data Analysis

## Where the Course Leads

A qualification in chemistry opens doors to a wide range of careers. Chemistry is involved in our everyday lives and there is a vast range of jobs and careers open to those who have studied chemistry at any level; great career opportunities exist both inside and outside the lab. Nobody knows what the jobs of the future will look like, but many of them will be created in chemistry to solve global challenges such as human health, energy and the environment. Just a few examples of careers you can pursue with a chemistry qualification are:

Doctor	Vet
Pharmacist	Toxicologist
Biochemist	Chemical Engineer

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# Computer Science

A level – OCR – Staff Contact: I MAJOR

## Introduction

Computer Science is above all relevant to the modern and changing world of Computing.

It is a practical subject where students can apply the academic principles learned and investigate them for themselves. It is an intensively creative subject that combines invention with investigation of the natural world through a digital prism. Computer Science helps to develop computational thinking, problem solving skills, and the designing, developing and testing of digital solutions.

## Summary of Course Content

This qualification has an emphasis on the ability to apply the fundamental principles and concepts of computer science, including: abstraction, decomposition, logic, algorithms and data representation. Students will learn how to analyse problems in computational terms through practical experience of solving such problems, including writing programs to do so. They will also develop the capacity to think creatively, innovatively, analytically, logically and critically as well as to see relationships between different aspects of computer science.

## Topics Covered and Assessment

### **Module 1: Computing Systems (40%)**

- 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

### **Module 2: Algorithms and Programming (40%)**

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

### **Module 3: NEA Programming Project (20%)**

The learner will choose a computing problem to work through according to the guidance in the specification. This will be their own, user-driven problem.

- Analysis of the problem
- Design of the solution
- Developing the solution
- Evaluation

### **Assessment**

There are two terminal papers (modules 1 and 2) worth 40% each and the NEA Programming Project is internally assessed and externally moderated and counts for 20% of the final grade.

### **How the Course Differs from GCSE**

There is progression from GCSE, but able students may never have previously studied the subject. The level of independent research is far greater, more challenging external examinations, and far more depth of analysis and evaluation are required.

### **Skills Acquired**

It will provide students with a range of transferable skills that will facilitate personal growth and foster cross-curriculum links to areas such as maths, physics, design technology and business. Computer Science is a very creative subject and skills such as problem solving and analytical thinking will be refined and explored as students progress through the course.

### **Where the Course Leads**

Many universities recognise the value of an A Level in Computer Science. Degrees students can study include: Computing, Computer Science, Forensic Computing, Software Development and Software Engineering. Careers can include Computing, Engineering or any of the Sciences.

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# Criminology

Level 3 Applied Diploma – WJEC – Staff Contact: A Davis

## Introduction

The purpose of the Applied Diploma in Criminology is to provide learners with an introduction to criminal justice and to give a context for humanities learning. Together with other relevant qualifications, such as GCE Law, Psychology, Philosophy and Politics, it develops the understanding to support entry to higher education courses in the humanities sector. The Level 3 Certificate can be completed after one year's study with the Level 3 Diploma completed after two.

## Summary of Course Content

The course will enable students to demonstrate understanding of different types of crime, influences on perceptions of crime and why some crimes are unreported. Students will also gain an understanding of why people commit crime. The second year of the course will provide an understanding of the criminal justice system from the moment a crime has been identified to the verdict. In the final unit, students will apply their understanding of the awareness of criminality, criminological theories and the process of bringing an accused to court in order to evaluate the effectiveness of social control to deliver criminal justice policy.

## Topics Covered and Assessment

Year 1:

- Unit 1 – Changing awareness of crime
- Unit 2 – Criminological theories

•Year 2:

- Unit 3 – Crime scene to courtroom
- Unit 4 – Crime and punishment

Units 1 and 3 are internally assessed in an 8 hour controlled assessment

Units 2 and 4 are assessed by external examination.

All units are equally weighted.

## How the Course Differs from GCSE

Although not studied at GCSE, the course requires a broad range of skills that will have previously been developed in a range of subjects, such as research skills, the ability to analyse and develop arguments, time management and the ability to link different ideas in a coherent way. It will also be advantageous for students to keep abreast of current affairs and media reports of crimes to use as case studies.

## Skills Acquired

The course requires students to consider how the use and application of their learning impacts on themselves, other individuals, employers, society and the environment. The applied purpose will also allow students to learn in such a way that they develop:

- skills required for independent learning and development
- a range of generic and transferable skills
- the ability to solve problems
- the skills of project based research, development and presentation
- the ability to apply learning in vocational contexts

## Where the Course Leads

The qualification supports access to higher education degree courses, such as:

- BSc (Hons) Criminology
- BA Criminology and Criminal Justice
- BSc (Hons) Criminology and Psychology
- LLB (Hons) Law with Criminology
- BA (Hons) Criminology and Sociology
- BSc (Hons) Psychology and Sociology
- BSc Criminology with Law

Alternatively, the qualification allows learners to gain the required understanding and skills to be able to consider employment within some aspects of the criminal justice system, e.g. the National Probation Service, the Police Service, the Courts and Tribunals Service or the National Offender Management Service.

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# Design & Technology: Product Design

A level – AQA – Staff Contact: B TURNER

## Introduction

Want to design and make a better world? Would you like to be more creative and technically skilled? Study A-Level D&T to 'design and make' like a professional, while tackling real challenges faced by the world today. Sustainability is at the core of this exciting, technical, forward-thinking and ethically-minded qualification.

“The world is what we make it, what will YOU make next?”

## Summary of Course Content

Applied creativity, advanced technical knowledge and mastery of practical skills are unique to this A-Level qualification. This course enables students to design and make ambitious products safely, confidently and independently while developing the ability to critique, evaluate and test ideas, products and the work of others. All the course content is aimed at making you a more confident, creative and competent designer/maker. You will enjoy getting 'hands on' with advanced manufacturing techniques including CAD/CAM, 3D printing, CNC machining and more traditional 3D modelling and manufacturing processes.

## Topics Covered and Assessment

Assessment and grading of this A-Level course is as follows:

Written examinations - 50% of A-Level

### **Paper 1** – Technical principles

Written exam: 2.5 hours - 120 marks - 30% of A-Level

- A mixture of short answer and extended response.

### **Paper 2** – Designing and making principles

Assessing specialist knowledge, technical and designing and making principles.

Written exam: 1.5 hours – 80 marks - 20% of A-Level

- Product analysis – Up to 6 short answer questions about the design of specific products with images given as stimuli.
- Commercial manufacture – Short and extended response questions based on manufacturing methods and issues.

## **Non-exam Assessment (NEA)** – 50% of A-Level

Assessing practical application of technical principles, designing and making principles.

- A substantial design and make project
- 100 marks
- A written or digital design portfolio and photographic evidence of a final prototype.

## How the Course Differs from GCSE

This course promotes a more professional level of designing and making skills. You will study at greater depth and breadth while being challenged to discover more about your inner design-self. All designers are motivated differently to seek solutions to the problems they are passionate about. The A-Level course gives you more freedom to follow your passion. We also go deeper into the commercial world of engineering, design and manufacturing, while providing vocational context through educational visits, guest masterclasses and entry into ambitious design competitions.

## Skills Acquired

Beyond the technical principles, designing and making is a powerful process that requires a tremendous range of transferable skills. Some of these life and employability skills include; investigation, analysis, creativity, project management, collaboration, decision making and evaluation to name but a few. Designers are communicators. You will finish the course having gained valuable experience and skills managing projects. Project managers are organised, analytical and decisive leaders, all of which are highly important skills for life and future employment.

## Where the Course Leads

Choose from a massive range of university qualifications, apprenticeships and jobs within the design and engineering sectors. Careers range from technical specialist engineering routes to those in more creative or conceptual design and everything in between.

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# Drama and Theatre Studies

A level – Edexcel - D MORGAN

## Introduction

“You see things; and you say, ‘Why?’ But I dream things that never were; and I say, ‘Why not?’” – George Bernard Shaw

Drama is a universal subject that looks at the world and the people in it through the lens of a stage and its performers. In the theatre we can examine world issues, human psychology and even the surreal, broadening our minds and developing our characters.

## Summary of Course Content

This course is all about the students. It is about them analysing themselves and deepening their understanding of how they relate to each other and the world around them.

We enable the students to make links between other subjects, such as English and psychology, and broaden their cultural and social knowledge at the same time. We study plays and practitioners, techniques and skills, while developing confidence and understanding, enabling the students to leave as mature, independent and creative people.

## Topics Covered and Assessment

Component 1: Devising

Component 2: Text in Performance

Component 3: Theatre Makers in Practice

Through the above components you will cover several Drama practitioners including: Constantin Stanislavski, Bertolt Brecht, Antonin Artaud, Frantic Assembly and DV8. You will study plays including: Machinal and Woyzeck as well as get the opportunity to devise your own original theatre. Recent pieces (all gaining A\*) have been based on Social Class, Toxic Masculinity, Bystander Apathy, Domestic Violence and Gun Laws.

## How the Course Differs from GCSE

This course is a progression from GCSE, taking many elements in the structure of the course from the way that GCSE is run. However, there are also new challenges. There will be two teachers, who will focus on the different elements of the units. The level of knowledge required is increased as the theory elements are emphasised and there is a written exam. There will be much more opportunity to work independently, from each other and from the teachers and you will be encouraged to do so.

## Skills Acquired

Completing a Drama A Level means you are a strong, confident person who is able to lead others, while working efficiently and creatively in a team. You will excel at presenting and performing, particularly under pressure. As well as this you will have outstanding initiative and the ability to work independently, both practically and for written work. Your analytical skills will be honed and you will be adept at giving and receiving feedback.

## Where the Course Leads

While the more obvious routes for Drama A Level are that of Performing Arts courses at university and drama schools in order to join those industries, employers tend to look favourably upon Drama A Level as it shows a student who is socially able, confident and independent. This is particularly the case in areas such as law, education and social sciences.

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# English Language

A level – AQA – Staff Contact: A CLAYDON

## Introduction

English Language is a subject which deals with one of the most important aspects of our lives, communication. Without communication, humans would not be where they are today or where they hope to be tomorrow.

## Summary of Course Content

The English Language course provides an opportunity to explore everyday spoken and written English and its impact through a study of language and technology, media, gender, power and occupation. The course explores creative writing, applies frameworks to analyse a wide range of written and spoken data, as well as exploring where the English Language has come from and how children acquire language from the moment.

## Topics Covered and Assessment

- Textual Variations and Representations
- Children's Language Development
- Language Diversity and Change
- Language Discourses
- Writing Skills
- Language Investigation
- Original Writing

The A Level course is assessed through examination and coursework.

## How the Course Differs from GCSE

Students will have two teachers, who will divide the examination and coursework elements between them. A range of activities are used to deliver the content including seminar style discussions, active collation and analysis of real data, group presentations and in-class experiments to challenge current theory on various topics.

The course diversifies significantly from what was being studied previously at GCSE, allowing students the chance to analyse language and how it is used in much greater detail, as well as encouraging them to follow personal areas of interest in their own writing.

## Skills Acquired

English Language provides students with the opportunity to develop their analytical skills through interaction with a wide range of texts. In addition, writing skills are honed and perfected through the production of individual and original creative writing pieces.

Throughout the course, independent learning is encouraged, as well as an importance being placed on quality discussion and group work.

## Where the Course Leads

English Language at A Level provides students with a broad range of opportunities for further study at university. It complements all other subjects due to the transferable skills it offers, including the ability to identify and carry out the manipulation of language for different audiences and purposes. In addition, the skills of reading and writing are fundamental to any career pathway, as well as the ability to communicate successfully in both a spoken and written form.

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# English Literature

A level – Eduqas – Staff Contact: A CLAYDON

## Introduction

The study of literature offers an exciting and varied course, in which students learn to express themselves eloquently. Literature is very well regarded by universities as a facilitating subject. Students have the opportunity to be inspired by some of the greatest works of literature and to delve into the thoughts, ideas and passions of the human condition; exploring the contradictory wonders and frailties, heroism and flaws that go with it.

## Summary of Course Content

The course enables students to analyse a wide range of fascinating texts and evaluate a diverse range of critical interpretations. A good course for those who enjoy reading, discussing and independent learning. This specification is based on a conviction that the study of literature should encourage enjoyment of literary studies based on an informed personal response to a range of texts. It provides learners with an introduction to the discipline of advanced literary studies and presents opportunities for reading widely and for making creative and informed responses to each of the major literary genres of poetry, prose and drama.

## Topics Covered and Assessment

**Component 1: Poetry (30%)**

**Component 2: Drama (30%)**

**Component 3: Unseen Texts (20%)**

**Component 4: Prose Study (20%)**

Across all components, students will study the ways in which writers of poetry, prose and drama shape meaning within their texts, adapting language, structure and form for effect. In addition, cultural and contextual influences on readers and writers will be considered with analysis surrounding the production and perception of key texts, as well as how attitudes and values are expressed through the writing. This extra layer of awareness is complemented by the use of literary concepts and terminology, applied accurately and used to highlight key ideas.

## How the Course Differs from GCSE

Students will have two teachers and will be expected to read a wide range of critical analysis of the set texts. Independent reading is vital. There is a strong element of progression from GCSE, however the demands of the level of analysis of texts and breadth of reading increases.

## Skills Acquired

The course helps develop skills of insight, analysis, understanding and communication.

You also have the opportunity to take a Grade 8 in spoken language which is recognised by UCAS and universities. Creative Writing A level is also an option, which is recognised by the universities as an extra qualification similar to the Extended Project.

## Where the Course Leads

This may lead to further study of English at degree level, or a subject such as law. This course can lead to many career pathways because of the analytical and discursive skills it hones. This can include such areas as journalism, public relations or teaching.

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# French

A level – AQA – Staff Contact: C ABRAHAMS

## Introduction

“If you talk to a man in a language he understands, it goes to his head. Talk to him in his language, and it goes to his heart.”

- Nelson Mandela

By taking French you will develop core communication skills essential to the 21st Century employee. More than 35 countries worldwide hold French as an official language, not to mention international organisations such as Médecins Sans Frontières, UNICEF, United Nations and the International Olympic Committee.

## Summary of Course Content

The course will equip you with the language and confidence to discuss day to day issues in the 21st century. Students analyse films and literature to widen their understanding of the cultures where French is spoken.

## Topics Covered and Assessment

- Social issues and trends
- Artistic Culture
- Grammar and translation
- French speaking society
- Trends and issues in current affairs
- Political life
- In depth study of a novel and a film

Paper 1 (50%) Reading, Writing and Listening - 2hr 30min

Paper 2 (20%) Writing on set text and film - 2hr

Paper 3 (30%) Speaking - individual research project, 18min plus 5min prep

## How the Course Differs from GCSE

Conversation is key to the enjoyment of language learning, and A Level will help you develop this. You will get to write discursive topics on matters important to you and your peers, as well as find out what French young people feel about these issues. At A Level your analysis skills will be well honed through the discussions on film and literature, and you will explore a wide array of topics, both in class and through independent research.

## Skills Acquired

The numerous skills you acquire through language learning have been scientifically proven to make your brain more agile. By the end of the course you will be quicker at thinking on your feet and responding to spoken language. You will be guided and supported through developing your memory skills for vocabulary learning and the use of communication technologies available to us. Even more transferable are the key skills of independent study and learning from your mistakes.

## Where the Course Leads

A French qualification proves you can deduce and recognise patterns and analyse important information. All employers are impressed by it, but most importantly it can enrich your lifestyle, opening opportunities for travel and work abroad. Your job prospects are unlimited – tourism, hospitality, commercial industries, education and the government all look for linguists to bring something new to their organisations. Choosing a language A Level helps you stand out from the crowd.

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# Food Science and Nutrition

Level 3 Applied Diploma – WJEC- Staff Contact: B TURNER

## Introduction

‘Cooking is all about people. Food is maybe the only universal thing that really has the power to bring everyone together. No matter what culture, everywhere around the world, people eat together.’ Guy Fieri

Food Science and Nutrition delves deeper into the science behind our food. It covers a range of topics including food preparation, food safety and hygiene, nutrition, specific user groups and food science.

## Summary of Course Content

Throughout the course you will continue to develop your Food preparation practical skills as well as applying your knowledge and understanding of nutrition and specific dietary groups to a range of scenarios. You will carry out a range of independent research tasks that will ask you to look in detail about what happens within your food and why it is needed. You will look at the food industry and food production methods and the risks associated with food safety.

## Topics Covered and Assessment

### **Unit 1 (Mandatory)** – Meeting Nutritional Needs of a Specific Group

Internal Assessment – 25%  
External Exam – 25%

Unit 1 external exam is a 90 minute exam plus 15 minutes reading time. This consists of short answer questions, extended answer questions and case study.

### **Unit 2 (Mandatory)** – Ensuring Food is Safe to Eat

External Assessment – 25%  
This is an externally set assignment to be completed in 8 hours.

### **Unit 3 (Optional)** – Experimenting to Solve Food Production Problems

Internal Assessment – 25%  
This is an externally set assignment to be completed in 12 hours.

### **Unit 4 (Optional)** – Current Issues in Food Science and Nutrition

Internal Assessment – 25%  
This is an externally set assignment to be completed in 14 hours.

## How the Course Differs from GCSE

Level 3 Food Science and Nutrition builds on the previously covered content and knowledge from GCSE and introduces new concepts. This includes building on basic nutritional understanding to being able to adapt and produce dishes for a specific user group with justifications based on their nutritional needs. You will also continue to develop your practical skills and extend them further to more complex dishes.

## Skills Acquired

You will build on and extend your practical food preparation skills and knowledge of Food science and nutrition. You will develop skills such as independent learning and problem solving as well as mathematical and ICT skills.

## Where the Course Leads

An understanding of Food Science and Nutrition is relevant to many industries and job roles. From care providers and nutritionists in hospitals to sports coaches and fitness instructors, hotel and restaurants managers, food manufacturers and government agencies are just some of the many career opportunities within the field of food science and nutrition.

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# Geography

A level – AQA - Staff Contact: M PENNY

## Introduction

Geography is the subject that holds the key to our future.”  
- Michael Palin.

We are constantly exposed to the geographical issues in everyday life, including: environmental concerns, natural disasters, climate change, local developments, urban and rural change, population movements and the need for sustainable development. Geography is a subject which deals with challenges the world faces and attempts to offer sustainable solutions for our future welfare.

## Summary of Course Content

The course is truly a course for the 21st century. It addresses many themes which are, and will be, important during this century such as concern for the environment and global inequalities. The course aims to develop students as global citizens who recognise the challenges of sustainability for the future.

## Topics Covered and Assessment

### **Component 1: Physical Geography**

- Section A: Water and Carbon Cycles
- Section B: Coastal Systems and Landscapes
- Section C: Hazards

Written exam: 2hr 30min - 120 marks - 40%

### **Component 2: Human Geography**

- Section A: Global Systems and Global Governance
- Section B: Changing Places
- Section C: Population and the Environment

Written exam: 2hr 30min - 120 marks - 40%

### **Component 3: Geographical Investigation**

Students complete an individual investigation which must be based on a question or issue defined and developed by the student relating to any part of the specification content.

3000-4000 word report - 60 marks - 20%

Internally marked, externally moderated

## How the Course Differs from GCSE

Students will have two teachers, one who delivers the Physical content, the other delivering the Human content.

A range of learning strategies are used such as presentations, reading, discussions, critical analysis of global sources and issues, as well as engaging with recent news events and publications. There is an element of progression from GCSE, but the work extends, develops and diversifies from what was studied previously. Throughout the course, students will increasingly develop their independence through structured research and investigative tasks.

Please note that students are expected to attend a residential field trip over several days in order to complete Component 3: Geographical Investigation.

## Skills Acquired

There is a whole of host of skills acquired throughout the course alongside numeracy, literacy and ICT. Students will develop the ability to think increasingly analytically, and extend their investigative, independent learning and team work skills through fieldwork. Throughout the course, students are encouraged to consider their own roles and attitudes as well as those of others.

## Where the Course Leads

Geography at A Level provides a wide and varied base for entry into university and many practical professions. It can be successfully combined with both arts and science subjects as a foundation for higher or further education.

Geographers offer potential employers a wide range of transferable skills. A qualification in Geography can lead into a number of different routes including Events Management, Humanitarian Aid Worker, Teacher, Meteorologist, Volcanologist, Disaster Management, Town Planning, work in Sustainable Futures or a career in the Military.

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# Health and Social (BTEC)

BTEC Level 3 Extended Certificate (eqv. A level) / Diploma (eqv. 2 A levels) –  
Edexcel – Staff Contact: R BROWN

## Introduction

BTEC Level 3 National Extended Certificate in Health and Social Care aims to provide an introduction to the sector. It is for learners who are interested in learning about the health and social care sector as part of a balanced study programme. We offer two courses of study; the National Extended Certificate is equivalent in size to one A Level and the National Diploma is equivalent to two A Levels. The qualification supports access to a range of higher education courses.

## Summary of Course Content

This BTEC covers many areas related to a Health and Social Care setting. It is very practical and gives a clear insight into the background to human development and working with a health care environment. Greater flexibility is provided by the choice of optional units selected by the school.

## Topics Covered and Assessment

The mandatory content of the qualification incorporates topics relevant across the health and social care sector:

### **Certificate (1 A Level eqv.) - 2 Units:**

#### **Unit 1: Human Lifespan Development**

Written exam. 1.5 hours. 90 Marks

- Human growth and development through the life stages.
- Factors affecting human growth and development.
- Effects of ageing.

#### **Unit 5: Meeting Individual Care and Support Needs**

Internally assessed unit.

- Examine principles, values and skills which underpin meeting the care and support needs of individuals.
- Examine the ethical issues involved when providing care and support to meet individual needs.
- Investigate the principles behind enabling individuals with care and support needs to overcome challenges.
- Investigate the roles of professionals and how they work together to provide the care and support necessary to meet individual needs.

### **Extended Certificate (A Level eqv.) - 2 Further Units:**

### **Unit 2: Working in Health and Social Care**

Written exam. 1.5 hours. 80 marks.

- The roles and responsibilities of people who work in the health and social care sector.
- The roles of organisations in the health and social care sector.
- Working with people with specific needs in the health and social care sector

### **Unit 14: Physiological Disorders and their Care**

Internally assessed unit.

- Investigate the causes and effects of physiological disorders
- Examine the investigation and diagnosis of physiological disorders
- Examine treatment and support for service users with physiological disorders
- Develop a treatment plan for service users with physiological disorders to meet their needs.

## How the Course Differs from GCSE

The course requires much independent research, strict deadlines and time management. Evaluative skills are key to reaching the Distinction grade. There is a need for an interest in the health sector and a need to apply health and social care scenarios to real life.

## Skills Acquired

All BTEC Nationals provide transferable knowledge and skills that prepare learners for progression to university. The transferable skills that universities value include: the ability to learn independently, the ability to research actively and methodically, to be able to give presentations and be active group members, reading technical texts, effective writing, analytical skills, preparation for assessment methods used in degrees.

## Where the Course Leads

This qualification is generally taken alongside other qualifications as part of a 2-year programme of learning. This will enable learners to progress to a degree programme chosen from a range of programmes in the health and social care sector. The qualification is intended to carry UCAS points and is recognised by higher education institutions as contributing to meeting admission requirements to many relevant courses.

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# History

A level – AQA – Staff Contact: J COUGHLAN

## Introduction

“Those who do not remember the past are condemned to repeat it.” - George Santayana

Governments and people face great challenges in the 21st century. Solutions to such challenges lie in the study of the past, because often human beings have faced similar challenges before. The study of history makes us acutely aware of the responsibility we have as citizens to hold our government to account and become active members in society.

## Summary of Course Content

The course focuses on British and Chinese history during the Tudor and Communist eras. You will study two main taught units over the two years. In addition, in Year 13 you also have to complete an independent historical investigation. The two main taught units comprise of a breadth study, looking at Tudor History from 1485-1603, and a depth study, looking at Modern China from 1936-1997. Both units will provide you with the historical context and insight into how strong political states are formed and their impact on the economy, society and international relations.

The historical investigation allows you to conduct independent research into a question of your choice within the topic “Tsarist and Communist Russia, 1855-1953”. This gives you the freedom to pursue your particular interests within this fascinating period of history.

## Topics Covered and Assessment

### **Unit 1 Breadth Study: The Tudors 1485-1603**

Year 12: Consolidation of the Tudor Dynasty: England 1485-1547

Year 13: England: Turmoil and Triumph 1547-1603

2hr 30 written exam 40% of A level

### **Unit 2 Depth Study: The Transformation of China 1936-1997**

Year 12: The Emergence of the People’s Republic of China, 1936-1962

Year 13: The People’s Republic of China: Economic growth and the Transformation of the State, 1962-1997

2hr 30 written exam 40% of A level

### **Unit 3 Historical Investigation: Tsarist and Communist Russia, 1855-1953**

A personal study based on your choice of question. 3000-3500 word piece of coursework - 20%

## How the Course Differs from GCSE

At A Level you will be expected to show much greater knowledge and understanding of different topics as well as how history has been interpreted differently. This will allow you to weigh up the merits of opposing arguments and reach your own judgment. By Year 13 you will be confident in evaluating historiography as part of your historical enquiry.

## Skills Acquired

A Level History is the key choice for aspiring professionals. It teaches you to distinguish fact from opinion, to assess the strengths of opposing arguments and have conviction in your own conclusions. History lessons will strengthen your debating skills.

## Where the Course Leads

History is a traditional subject that has retained its academic rigour and is well respected by universities and top employers. It is a key choice for aspiring lawyers, for example.

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# Law (Applied) BTEC Level 3

BTEC level 3 Extended certificate – Edexcel - J WORLAND

## Introduction

Law is a fascinating subject that underpins almost every aspect of society. The Applied Law course provides a comprehensive understanding of how the legal system operates, investigating many of the complexities of laws, regulations, and the mechanisms of justice. Through the study of actual cases and the use of scenario-based application, students gain insight into the practical workings of many legal principles, from both criminal and civil law. It includes the opportunity to develop both research and writing skills in preparation for further study, as well as a fascinating visit to Bristol Crown Courts to witness cases unfolding first-hand.

## Summary of Course Content

The course covers both civil law, including the principles of negligence and family law, and criminal law such as those dealing with homicide, assault, theft, and fraud. It looks at how laws are developed and how the court system works, including investigating the roles and responsibilities of the personnel within those systems. Students will be taught how to unpick and analyse the fundamental structure of a wide variety of laws, and students will be equipped with the knowledge and skills to apply and evaluate laws using scenario-based examples.

## Topics Covered and Assessment

1. Dispute Solving in Civil Law (Negligence) - Externally set controlled assessment
2. Investigating Aspects of Criminal Law and the Legal System (Legal System & Assault) - Coursework Unit
3. Applying the Law (Homicide & Police Powers) - Externally set controlled assessment
4. Family Law - Coursework Unit

\* The two externally set controlled assessments allow the students to apply their knowledge of different laws to given case study scenarios.

The students will learn the content, and how to answer questions, and then prepare notes to take into a controlled conditions exam and respond to a given case study. There are also two internally completed coursework units with a similar structure.

## How the Course Differs from GCSE

There is a higher level of independent research, time management, deadline adherence, and far more depth of analysis and evaluation required in order to achieve higher marks. An interest in current affairs and the legal world is also key. This will assist in applying legal concepts and demonstrate a real grasp of legal issues with case studies and anecdotal evidence.

## Skills Acquired

Transferable employability skills acquired:

- **cognitive and problem-solving skills:** use critical thinking, approach non-routine problems applying expert and creative solutions, use systems and technology
- **intrapersonal skills:** communicating, working collaboratively, negotiating and influencing, self-presentation
- **interpersonal skills:** self-management, adaptability and resilience, self-monitoring and development.
- Transferable skills acquired for university:
- the ability to learn independently
- the ability to research actively and methodically
- being able to give presentations and being active group members
- effective writing
- analytical skills
- creative development
- preparation for assessment methods used in degrees and the SQE.

## Where the Course Leads

Some learners may wish to gain the qualification in order to enter higher education and become a solicitor or a barrister, for example, a BA in Law and then taking the LLB or SQE whilst others may use their legal understanding to move into the areas of Business Law. Alternatively, some students may choose to move straight into employment or an apprenticeship and venture into legal support services such as becoming a paralegal or court usher).

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# Mathematics

A level - Pearson Edexcel - Staff Contact: C Mockford

## Introduction

"If I were again beginning my studies, I would follow the advice of Plato and start with mathematics." - Galileo Galilei

At A Level there are three areas of study:

Pure Mathematics – through working out puzzles, problems, drawings or facts, students address new ways of working things out and tackle questions such as: How do you work out the gradient of a curve or square root negative numbers?

Mechanics – through finding mathematical models of the real world, students answer questions like: why must you lean inward when you cycle around a corner and what is the best way to throw a javelin?

Statistics – trying to find, and justify, answers to questions such as can you tell Pepsi from Coke? Students analyse data in order to decide whether results are significant or not.

## Summary of Course Content

The course consists of 3 main topics, Pure Mathematics, Mechanics, and Statistics.

## Topics Covered and Assessment

- Pure Mathematics: Proof, algebra and functions, co-ordinate geometry in the (x,y) plane, sequences and series, trigonometry, exponentials and logarithms, differentiation, integration, vectors, and numerical methods
- Mechanics: Quantities and units in mechanics, kinematics, forces and Newton's laws, and moments
- Statistics: Statistical sampling, data presentation and interpretation, probability, statistical distributions, and statistical hypothesis testing

There are 3 written papers, equally weighted. Each paper is 2 hours and calculators are allowed. Students will need a calculator which can perform an iterative function and the ability to compute summary statistics and access probabilities from standard statistical distributions.

## How the Course Differs from GCSE

Students will have two teachers, one for the pure mathematics modules and one for the applied mathematics modules. Many of the topics covered at GCSE will be revisited in more depth with more techniques learned. Skills learned previously will help solve more complex problems.

## Skills Acquired

Students who follow this course will be able to:

- Select and use knowledge of Mathematics facts and techniques in a variety of contexts
- Construct rigorous arguments and proofs
- Use Mathematics as an effective way of communicating
- Comprehend translations of common realistic contexts into Mathematics

## Where the Course Leads

A Level Mathematics supports the progression into further education, training or employment in a variety of disciplines. Examples of careers which are supported by A Level Mathematics include Finance, Computing, Engineering, Statistics and Research.

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# Mathematics (Further)

A level - Pearson Edexcel – Staff Contact: C Mockford

## Introduction

Further Mathematics consists of all of the elements of the A Level Mathematics course, building on these to explore Further Pure Mathematics topics, as well as Further Mechanics and Statistics. It is particularly suited to those who achieve Grade 8 or 9 at GCSE and who wish to study mathematics related subjects at degree level.

## Summary of Course Content

The course consists of 3 main topics, Pure Mathematics, Mechanics, and Statistics.

## Topics Covered and Assessment

- Further Pure Mathematics: Proof, complex numbers, matrices, further algebra and functions, further calculus.
- Further vectors, polar coordinates, Hyperbolic functions and differential equations.
- Further Statistics: Linear regression, statistical distributions (discrete), statistical distributions (continuous), correlation, hypothesis testing, and Chi-squared tests.
- Further Mechanics: Momentum and impulse, collisions, centres of mass, work and energy, and elastic strings and springs.

There are 4 written papers, all equally weighted. Calculators are permitted for all 4 papers. A calculator which can perform an iterative function, the ability to perform calculations with matrices up to at least order  $3 \times 3$ , and the ability to compute summary statistics and access probabilities from standard statistical distributions is needed.

## How the Course Differs from GCSE

Students will have two teachers, one for the pure mathematics modules and one for the applied mathematics modules. Many of the topics covered at GCSE will be revisited in more depth with more techniques learned. Skills learned previously will help solve more complex problems.

## Skills Acquired

Students who follow this course will be able to:

- Select and use knowledge of Mathematics facts and techniques in a variety of contexts
- Construct rigorous arguments and proofs
- Use Mathematics as an effective way of communicating
- Comprehend translations of common realistic contexts into Mathematics

## Where the Course Leads

A Level Further Mathematics supports the progression into further education, training or employment in a variety of disciplines. Examples of careers which are supported by A Level Further Mathematics include Finance, Computing, Engineering, Statistics and Research.

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# Media Studies

A level – Eduqas – Staff Contact: A CLAYDON

## Introduction

This course intends to train students to be equipped to analyse media; from adverts to blogs, film-marketing campaigns to newspapers. The course will allow students to apply their learning to a range of media types and explore perceptions of different audiences and industry. With this knowledge, they will be given the opportunity to create their own original media products.

## Summary of Course Content

The course consists of 3 components: 1. Media Products, Industries and Audiences; 2. Media Forms and Products in Depth; 3. Cross-Media Production.

## Topics Covered and Assessment

### **Component 1: Media Products, Industries and Audiences examination:**

2 Hour 15 minutes (35%)

In this section, students will analyse media language, considering how elements of media language in corporate viewpoints and ideologies, the significance of genre and how audiences may respond to media language. Students will consider the factors that influence representations and will explore representations of events, issues, individuals and social groups in the media, using relevant theoretical perspectives or theories in their analysis of media products. In addition, students will consider how representations relate to relevant contexts of media.

### **Component 2: Media Forms and Products in Depth examination:**

2 Hour 30 minutes (35%)

In this component students are required to study three media forms in depth, exploring all areas of the theoretical framework -media language, representation, media industries, and audiences -in relation to audio visual, print and online products set by Eduqas. The forms to be studied in depth are:

- television
- magazines
- blogs and websites.

Students will explore these three media forms through close analysis of the set products, comparing their use of media language and the representations they offer in relation to relevant social, cultural, economic, political and historical contexts. Students will study the role of media industries in shaping media products, as well as considering the way in which both mass and specialised audiences are targeted and addressed. Relevant and advanced theories will inform study of the set products and learners will reflect critically upon these theoretical perspectives.

### **Component 3: Cross-Media Production: internally assessed and externally moderated by Eduqas**

This component synthesises knowledge and understanding of the media theoretical framework gained throughout their course by requiring learners to apply their knowledge and understanding of the media synoptically to practical production. Students are required to apply their knowledge and understanding of media language, representation, audiences, media industries and the digitally convergent nature of the media in an individual production for an intended audience. The production must be based on two media forms and completed in response to a choice of briefs set by WJEC. The set production briefs will change every year. Students must develop a response to the specific requirements of the chosen brief by selecting a genre/style (or topic/issue) appropriate to the specified intended audience and industry context for their cross-media production.

### **How the Course Differs from GCSE**

The course encourages students to be independently preparing, researching and experimenting with media with the aim to build a portfolio of work to go into higher education or employment in the creative industries.

### **Skills Acquired**

Textual analysis: being able to interpret how media texts are constructed and how audiences may interpret them

- Film production skills, including editing, filming and planning for media production.
- Cognitive and problem-solving skills: use critical thinking, approach non-routine problems applying expert and creative solutions, use systems and technology
- Intrapersonal skills: communicating, working collaboratively, negotiating and influencing, self-presentation
- Interpersonal skills: self management, adaptability and resilience, self-monitoring and development.

### **Where the Course Leads**

The course introduces students to a range of practical production processes so is a great starting point for those interested in a career in film or TV content production. It covers a range of theoretical knowledge about the wider influence of media in our lives, so those keen to explore the importance of media as a marketing tool would also start here.

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# Music

RSL Subsidiary Diploma – RSL – Staff Contact: P CLEAVE

## Introduction

The RSL Level 3 Qualification for Music Practitioners is designed to equip students with practical skills and knowledge relevant to today's music industry.

With four pathways covering Performing, Production, Composition and Business and a range of 80+ optional units to choose from, these are the most flexible and current music qualifications available.

With a huge variety of units from composing for film and TV through to lighting for music events and from setting up a music business through to studio sound mixing, students can take a qualification that reflects their strengths and interests.

## Summary of Course Content

The Music Practitioners course focuses on practical musicianship skills such as performance, rehearsal, ensemble, instrument-specific techniques, composing and sound recording to name just a few. All assessment is based around practical and/or technical skills and knowledge applicable to roles in the music industry. There are no set works or repertoire restrictions so students can tailor the course to suit their own musical tastes and interests. However, we also ensure that we teach a learning programme that exposes them to a wide range of music from varying times, places, cultures and styles which provides opportunities to embed essential music theory and fundamentals. This is in order that the students finish the course equipped to study music at further education or simply be both flexible and well-rounded musicians.

## Topics Covered and Assessment

Students studying on the Level 3 Subsidiary Diploma for Music Practitioners will undertake 2 core units:

- Rehearsal Skills and Live Music Performance (Externally assessed)
- Planning for a Career in Music (Internally assessed)

Students will also choose from a number of optional units, examples of which are:

- Improving Instrumental Performance Musicianship
- Understanding Musical Styles
- Session Musician
- Leading Music Making
- Lead Performer
- Music Arrangement
- Composing Music

## How the Course Differs from GCSE

The weighting of this course leans heavily on the practical application of musical skills and knowledge so students will be expected to rehearse independently as a regular homework, to take part in and run extra-curricular activities, and to perform fully in all events and concerts. They will also be expected to work on written evaluations and reflections at home as well as in class time. Students will be expected to use their knowledge of the musical elements to analyse music from different genres. Students who are currently studying either the Music GCSE or BTEC course would be perfectly suited for the RSL course.

## Skills Acquired

- Music performance / instrumental techniques
- Band / ensemble rehearsal techniques
- Music technology skills
- Listening skills
- Leadership skills
- Organisation and planning skills
- Research and analysis skills
- Essay writing skills
- Event management skills

## Where the Course Leads

The Level 3 RSL Qualifications are well recognised in the music industry and at higher education institutions. The Subsidiary Diploma is the equivalent of an A level and a half and a Distinction\* carries 84 UCAS points. Many students studying the RSL course will continue their music studies at graduate level either at music colleges, conservatoires or universities. Many of these pathways rely on audition applications and the course prepares students well for this process. Even if students decide not to continue with music at higher education, this course develops many transferable skills that support applications in other areas.

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# Performing Arts (BTEC)

BTEC Level 3 National Foundation Diploma (eqv. 1.5 A levels) – Pearsons –  
Staff Contact: D MORGAN

## Introduction

"Creativity is contagious, pass it on"- Albert Einstein

## Summary of Course Content

A learner cantered course worth 1 ½ A Levels that offers study across the disciplines of Performing Arts including dance, drama and musical theatre. This course allows students to study and progress in areas of their strengths working alongside their teachers to choose the most appropriate units for them to excel.

During the course students will study four mandatory units which take a closer look at the world of Performing Arts and gain them a knowledge and understanding of themselves as a performer. These units are:

- Investigating practitioner's works
- Developing skills and techniques for performance
- Group performance workshop
- Performing arts in the community

These units will give students ample opportunities to participate in live performance events alongside running exciting community projects with our local primary schools and with our elderly residents across Clevedon.

Alongside this two additional units will be chosen based on the passion and strengths of the individual student. Some of these options include: ballet, jazz, street, contemporary, choreography, physical theatre, vocal techniques and musical theatre.

## Topics Covered and Assessment

### **Externally assessed units:**

#### **Unit 1:** Investigating Practitioners' Work (60 marks)

Learners investigate the work of Performing Arts practitioners and develop critical analysis skills and contextual understanding of how practitioners communicate themes in their work.

#### **Unit 3:** Group Performance Workshop (60 marks)

Learners explore and integrate creative, physical and vocal skills and techniques, working collaboratively to create a performance in response to a given stimulus.

### **Internally assessed units:**

#### **Unit 2:** Developing skills and techniques for performance

Learners explore technical performance skills with a focus on developing skills and techniques in at least two performance styles.

#### **Unit 4:** Performing Arts in the community

Learners develop their knowledge and understanding of performing in the community, applying specialist skills and techniques to a community performance project.

The two additional units that are chosen are also internally assessed.

## How the Course Differs from GCSE

Students will have two teachers with different performing arts specialisms and these will be utilised in the teaching of the course. Students will develop practical technique through classes and cover skills in multiple styles throughout the course.

In addition they will take classes that will focus on the additional units that are chosen in order to gain a fuller depth both practically and theoretically

## Skills Acquired

For those of you wishing to pursue a career in the performing arts industry the course will increase your knowledge and understanding of the performing arts world as well as improve your technique and performance skills.

For those of you considering it as a supporting subject it will develop many skills that employers desire such as confidence, self-presentation, teamwork and communication, time management, self-awareness, critical research skills, the ability to have an open mind and think creatively, reflective practices and stamina.

## Where the Course Leads

A qualification in the Performing Arts can lead to a number of opportunities in Further and Higher Education. Former Performing Arts students have progressed on to leading performing arts training institutions.

**There is also the opportunity to study Production Arts, Technical Theatre in Lighting and/or Sound design.**

DMORGAN@clevedonschool.org.uk

# Photography

A level – AQA – Staff Contact: H PONTIN

## Introduction

Studying Photography will help you to develop creative thinking and practical skills in processes, techniques and styles of your choosing. You will have the opportunity to investigate, experiment and develop ideas as well as your aesthetic understanding and critical judgement.

## Summary of Course Content

- Develop: Ideas development informed by contextual research and analysis.
- Experiment and Refine: Experiment with techniques and ideas, refining them as work progresses.
- Record: Photos and note-making (plus a very small element of drawing) to record ideas.
- Present: Successful outcomes (exhibition quality photos for example) to realise ideas.

The emphasis at the start of the course is on research and exploration to develop skills, followed by a longer personal project. The final unit is the Externally Set Assignment which culminates in a 15 hour practical exam. There will be an emphasis on self-directed study throughout the course with teacher guidance & one to one tutorials.

## Topics Covered and Assessment

You will work on a personal investigation based around a theme of your choice. Research and analysis of photographers' work contributes to and inspires the development of ideas. Practical work provides the opportunity to explore and refine technical skills such as use of: Composition; Metering and Exposure; Focus, Aperture and Depth of Field; Shutter Speed and Motion Blur; Colour Calibration and White Balance; Shooting in RAW & JPEG; Digital Editing (e.g. Photoshop and Lightroom); Presentation formats; Mixed Media and Fine Art approaches. You will produce a journal (digitally and/or physically) of studies and developmental work leading towards a series of final outcomes (including a 1000-3000 word essay in Year 13). For the second phase of the course the Externally Set Assignment will follow the same process but a theme will be selected from a list of the exam board's choosing, resulting in a practical exam where you develop final outcomes.

60% Personal Investigation (Coursework)  
40% Externally Set Assignment (Exam Project)

## How the Course Differs from GCSE

The course structure is similar to GCSE but there is an enhanced expectation that you work with more independence, by selecting and providing much of your own visual material. The quantity and quality of work expected is of a higher standard reflecting the level of study.

## Skills Acquired

- Competency in application of techniques, processes, technologies and resources.
- Knowledge of how ideas, feelings and meanings can be conveyed and interpreted in images and artefacts.
- A working technical and conceptual vocabulary including specialist terminology.
- Ability to record experiences and observations, mainly in visual form; undertake research, gather, select, organise visual information.
- Ability to explore relevant resources; analyse, discuss and evaluate images, objects and artefacts.
- Application of knowledge and understanding in making images and artefacts; review and modify work, plan and develop ideas in the light of your own and others' evaluations.

## Where the Course Leads

This course is particularly suitable for students who wish to pursue pathways in the Creative Industries at higher level where Visual Imaging is of high importance. A good range of practical work is one of the essential requirements for entry to Photography related courses in Higher Education or the world of work. Many students progress to Photography, Media, Art and Design Foundation courses and Apprenticeships or Higher Education and careers in a wide variety of fields including: Documentary Photography (Product, Fashion, Lifestyle, Sports and Action, Travel, Journalism, Architecture and Interior, Events, Wildlife and Nature, Scientific etc...), Fine Art Photography, Graphic Design, Film (including Cinematography) and Television, Digital Arts (Games, New Media, CGI), Virtual Reality; Advertising and PR, Media, Gallery and Exhibition Curation, Teaching and Lecturing, Printing and Publishing, and many more that may not yet even exist!!!

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# Physical Education

A level – OCR – Staff Contact: L WILKINS

## Introduction

“The only person who can tell you can’t win..... is yourself and you don’t have to listen. Sometimes in sport the pain that you feel today is the strength you feel tomorrow.” - Jessica Ennis

Students studying A Level PE will develop numerous study skills. Students will gain an in-depth knowledge and understanding of scientific, socio-cultural and practical aspects of physical education.

## Summary of Course Content

Level PE is for anyone who enjoys both practical performance and developing their knowledge of theoretical concepts in sport. The obvious suggestion is to say that it will lead onto a one of many of the sports-related degree courses available. However, the real benefit of the PE A Level is that it enables you to grasp a wide range of skills, from scientific research through to debate.

## Topics Covered and Assessment

### **Physiological Factors Affecting Performance**

- Applied anatomy and physiology
- Exercise physiology
- Biomechanics

90 marks - 2hr written paper - 30%

### **Psychological Factors Affecting Performance**

- Skill acquisition
- Sports psychology

60 marks - 1hr written paper - 20%

### **Socio-cultural Issues in Physical Activity and Sport**

- Sport and society
- Contemporary issues in physical activity sport

60 marks - 1hr written paper - 20%

### **Performance in Physical Education**

- Performance or Coaching
- Evaluation and Analysis of Performance for Improvement (EAPI)

60 marks - Non-exam assessment (NEA)

## How the Course Differs from GCSE

Students will have more than one teacher, each having their own particular interest and skills. There are a number of learning strategies used, such as presentations, peer teaching, making videos, discussions and analysis of performance. The course extends the knowledge gained at GCSE and explores various avenues of sport including physical, social, psychological and historical aspects.

## Skills Acquired

Lessons are a mixture of practical and theoretical aspects that require a host of skills to be successful. Presentation skills are essential and the ability to communicate clearly and effectively with peers, teachers and assessors is fundamental. Independent research skills are the foundations of the course and students are expected to have outstanding study skills to develop their work. This, combined with the ability to analyse and evaluate their own and others’ performance, as well as working successfully in a team, enables our students to attain outstanding results

## Where the Course Leads

Studying PE at A Level can be a useful ‘stepping stone’ towards a variety of career options in the sporting sector. This could be in the leisure and health industry, teaching, physiotherapy, coaching, sports psychology, sports journalism and sports medicine, to name but a few. However, due to its diversity and well respected theoretical foundations, there are many different career paths that the course can lead pupils towards.

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# Physics

A level – OCR – Staff Contact: O FITT

## Introduction

Physics allows students to study some of the latest physics research such as the Large Hadron Collider and the Higgs Boson as well as traditional topics such as Electricity and Waves.

## Summary of Course Content

Topics studied include Particles and Mechanics, Astrophysics and Field Theory. Understanding is developed through group work, presentation and experiment, as well as through individual research.

## Topics Covered and Assessment

### **Module 1 - Development of Practical Skills**

Skills of planning, implementing, analysis and evaluation. This module underpins the whole of the specification, and covers the practical skills that students should develop throughout the course. The practical skills in this module can be assessed within written examinations and within the Practical Endorsement.

### **Module 2 - Foundations in Physics**

Physical quantities, nature of quantities

### **Module 3 – Forces and Motion**

Motion, forces in action, work energy and power, materials, Newton's laws of motion

### **Module 4 – Electrons, waves and Photons**

Charge and current, energy power and resistance, electrical circuits, waves, quantum physics

### **Module 5 – Newtonian World and Astrophysics**

Thermal physics, circular motion, oscillations, gravitational fields, astrophysics and cosmology

### **Module 6 – Particles and Medical Physics**

Capacitors, electric fields, electromagnetism, nuclear and particle physics, medical imaging  
3 terminal papers

1 (37%) assesses content from 1, 2, 3 and 5

2 (37%) assesses content from 1, 2, 4 and 6

3 (26%) assesses content from 1 to 6

## How the Course Differs from GCSE

Physics A Level both extends material previously covered at GCSE and introduces new concepts and ideas. This includes revisiting mechanics topics such as acceleration and force while introducing new topics such as quantum mechanics and particle physics. The topics often require an ability to evaluate higher order concepts as well as challenge existing ones. The mathematical approach is also a little higher than GCSE but A Level maths is not a requirement for the course.

## Skills Acquired

The skills offered by A Level physics are extremely transferable and highly desirable to employers. These include problem solving, high level numeracy, ICT processing and comprehension. Due to the practical elements of the course we also ensure you gain basic skills in the typical measurement equipment found in industry and at university. These include devices such as oscilloscopes, multi-meters and vernier callipers.

## Where the Course Leads

There are a huge number of career options available to students with A Level physics. Typical career routes can include clinical scientist, nuclear scientist, climatologist, astronaut, geophysicist, researcher, electrical engineer, mechanical engineer, weather forecaster, science writer, scientific legal consultant, solicitor, teacher, university professor, accountant, radiography, TV producer, patent officer, air traffic controller, optometrist, computer science engineer, instrumentation technician, financial analyst and venture capitalist. This list really is inexhaustible!

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# Politics

A level – Edexcel – Staff Contact: M CULLEN

## **Introduction**

This course is as relevant and controversial as it gets! There are many ways to describe A Level Politics, and there's no denying that it's one of the most interesting and engaging qualifications you can choose. If you find yourself interested in how the country is run; how the main topics in current affairs can affect you; and how power is exercised – then this could be the course for you.

## **Summary of Course Content**

The specification requires in depth study of UK and US government and politics. Comparisons across the two political systems will be a key focus in this course. Students will be required to identify parallels, connections, similarities and differences between various aspects of political institutions. Students will develop a critical awareness of the changing nature of politics and the relationships between political ideas, political institutions and political processes.

## **Topics Covered and Assessment**

3 exams - 2 hours each - 33.3% each.

### **UK Politics**

In the first area of study you will explore: Democracy and participation, political parties, electoral systems, voting behaviour and the media along with the core political ideas of: conservatism, liberalism, & socialism.

### **UK Government**

In the second area of study you will explore: The Constitution, Parliament, Prime Minister and executive, relationships between the branches. Alongside the study of UK Government you will explore an additional ideology. USA & Comparative Politics. In the third area of study students will explore: The US Constitution and federalism, US Congress, US presidency, US Supreme Court and civil rights, democracy and participation & comparative theories.

## **Skills Acquired**

Covering news and current affairs from the UK and US, it helps you understand how the UK country is run and develops research, written communication and debate skills. It also helps grow your confidence. You will develop in your ability to see how various aspects of society are connected, and to have your finger on the pulse when it comes to how the world really works!

## **Where the Course Leads**

This course is ideal if you're considering studying politics, sociology, ethics, advertising or journalism at university and is highly regarded by employers in industries including politics, international organisations (charities), the media, government and the civil service.

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# Professional Cookery

Level 2 Technical Certificate - City & Guilds – Staff Contact: B TURNER

## Introduction

“Yes chef”. Completion of this hands-on vocational qualification is designed to prepare learners for a career in the exciting world of professional cookery. Yes, you can now train to be a chef at Clevedon School Sixth Form! We use a practical approach with employer engagement integrated within the delivery to provide real work experience as part of the course.

## Summary of Course Content

From developing your knife skills to expertly planning and delivering a high quality menu, this course covers all the fundamentals needed to be competent in a professional cookery environment. The main focus is on applying these skills and concepts in practical tasks. Students will develop a considerable repertoire of classic and modern dishes, deliberately selected to push their skills to the next level.

It's a hands-on, employment-centred course deliberately aimed at getting you ready for the next stage of your professional life in the food industry.

## Topics Covered and Assessment

This course has two main assessment opportunities as follows:

40% - theory exam

This is externally set and externally examined. Students sit the exam here in school at the end of Year 12.

60% - Synoptic assessment

This assignment is externally set, internally marked and then moderated externally. Learners will complete this major assignment as part of the classwork and homework by the end of Term 4. The synoptic assessment provides an opportunity to plan, cook and evaluate a high-quality menu while demonstrating your practical skills and knowledge.

Learners must also complete an employer engagement unit to complete the course. This involves attendance of arranged activities and organising your own experience with support from the careers team here at Sixth Form.

Learners work towards achieving the following grades: Pass, Merit, Distinction, Distinction\*.

## How the Course Differs from GCSE

This course has far more focus on skills and knowledge needed for working in a Professional Cookery workplace. GCSE Food provided a foundation knowledge of preparation techniques and nutritional information. This course builds on, and uses that knowledge while developing a deeper repertoire of skills and techniques to produce excellent food using commercial and professional techniques. You will gain experience working with employers and using professional kitchen equipment.

## Skills Acquired

This qualification covers the knowledge and skills you will need to progress to further learning and training, or to enter work as a professional chef. You will learn many of the techniques used in professional cookery, including:

- boiling, poaching and steaming
- stewing and braising
- baking, roasting and grilling
- deep frying and shallow frying
- cold food preparation.

You will also learn:

- the structure of professional kitchens and the principles of working as a professional chef
- how knives, tools and equipment are used in professional kitchens
- how to work safely and hygienically.

## Where the Course Leads

This Level 2 Technical Certificate in Professional Cookery is for learners that are 16 or over and would like to work in the hospitality and catering sector as a chef, either in the UK or around the world. When studied alongside other qualifications, this course also opens up many potential career opportunities related to food, nutrition and hospitality sectors. It also facilitates a route into Level 3 qualifications, apprenticeships and further training.

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# Psychology

A level – AQA - Staff Contact: K WHITING

## Introduction

“The greatest discovery of my generation is that human beings can alter their lives by altering their attitudes of mind.” - William James

Psychology is applicable and relevant to people from all walks of life, career paths and cultures. The scientific study of human thought and behaviour is as relevant to students today as it was to the early theorists. The investigation of psychological theories allows us not only to critically evaluate psychology as a science but also to apply findings to our own thoughts and behaviours.

## Summary of Course Content

This course allows students to develop an understanding of both historical and current psychological theory alongside an underlying theme of the importance of research methods.

It aims to enable students to develop their interest and enthusiasm for the subject, including developing an interest in further study and careers associated with the subject. Also encouraging students to apply their knowledge to a wider context such as social situations, childhood experiences and psychopathology. Then finally to understand how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society.

## Topics Covered and Assessment

### **Year 12**

- Social Influence
- Memory
- Attachment
- Psychopathology
- Approaches
- Biopsychology
- Research Methods

### **Year 13**

- Issues and debates
- Gender
- Schizophrenia
- Aggression

Assessment is through 3 exam papers at the end of Year 13.

## How the Course Differs from GCSE

There is no requirement for prior knowledge of psychology when embarking on this course. Students will be taught to examine research studies and develop critical thinking skills. Mathematical knowledge from GCSE Maths will be used when completing the research methods topic.

## Skills Acquired

Psychology crosses traditional subject boundaries, sharing elements with the arts, sciences and social sciences. As a result, Psychology allows a multitude of skills to be developed alongside numeracy, literacy and ICT. Students learn to interpret information as scientific researchers; therefore constant evaluation of studies, research and theories enhances their reflection skills.

Throughout the course students are encouraged to work both independently and in groups completing presentation and experiment tasks alongside exam style essays. The wide range of learning opportunities allows students to improve their quality of written communication skills and work collaboratively, sharing ideas and insights with fellow classmates.

## Where the Course Leads

Psychology at A Level allows students to develop key processes as well as specialist knowledge. Psychology students leave the course having extended their evaluative and analytical skill base preparing them for futures both at university and in the work place. Psychology is applied in many areas within the wider world context allowing the development of careers in fields such as education, sport, health, media and criminology, as well as extensive opportunities in research.

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# Religion, Philosophy & Ethics

A level – OCR – Staff Contact: M CULLEN

## Introduction

“The unexamined life is not worth living.” – Socrates

Have you ever wondered what the answer might be to all those deep philosophical questions that puzzle the mind? A Level Religious Studies aims to consider these questions and challenge your understanding of God, belief, ethics and the purpose of life.

## Summary of Course Content

This course gives students the opportunity to explore and question fundamental questions about life, the universe and the world we live in. We consider your beliefs and those held by the most famous philosophers and thinkers throughout the centuries, including: Plato, Aristotle, Aquinas, Kant, Mill, Vardy and Singer, to name but a few. We also explore the religion of Christianity; its beliefs, traditions and key debates.

## Topics Covered and Assessment

Assessed through 3 exams - 2 hours each - 33.3% each

### **Religious Ethics**

How should we behave? Is morality relative or absolute? Should we follow laws faithfully or always consider the consequences? Does everything have a purpose, and if so is something only good if it fulfils its purpose? Is it ever right to kill? Abortion? Euthanasia? War? Sex and sexuality in the 21st Century: What is good, bad, right and wrong? Do we have freewill or are we determined beings? Do we have a conscience? What is the conscience?

### **Philosophy of Religion**

Does God exist? Is God the greatest thing that can be conceived? Is there a creator? Is God good? What about evil? Is this reality or are we seeing a reflection of reality? (Plato: The Forms). Do we have a soul? What happens after death? What is God like? Religious Experience: Do miracles happen? Life, death and the soul: What constitutes us as human beings? Religious language: Its uses and purpose and the scholars' theories and debates.

### **Development in Religious Thought – Christianity**

Christian ideas about God, human nature and the universe. How does a Christian decide how to live? You will study: Christianity and tolerance; Christianity and the concept of justice; Christianity and gender, sexuality and secularism.

## How the Course Differs from GCSE

This course is taught in three modules by different teachers. The course considers some of the issues that you have studied at GCSE, but builds on the knowledge that you have previously gained by exploring them in much more detail. You will also undertake entirely new topics - considering the concepts and ideas that the great thinkers and philosophers have put forward from antiquity through to the present. Throughout the course you will undertake a variety of different activities that cater for differing learning styles.

## Skills Acquired

Studying this A level will give you the opportunity to learn and develop a variety of skills. You will be able to debate the issues that we explore, analysing, evaluating and reflecting on the arguments and theories that have been put forward; all the while formulating your own views on these issues and concepts. Critical thinking is key, and developing your confidence in negotiating through a multitude of ideas and points of view will be an invaluable skill.

## Where the Course Leads

This course encourages you to think more deeply about some of the most important human questions that there are, as such it informs all aspects of our life. The skills you develop in examining philosophical issues from a variety of perspectives are great for careers in areas such as law, journalism, politics, and teaching. The emphasis in applied ethics will be very well matched for a career in medicine, health and social care, social work etc.

MCULLEN@clevedonschool.org.uk

# Spanish

A level – AQA – Staff Contact: J MOSS

## Introduction

Spanish is the second most spoken language in the world, after Chinese. By learning it at A Level you will have more than doubled the amount of people you can communicate with on a global level. An official language of the USA and nearly all countries in South America, your travel and work opportunities will know no limits

## Summary of Course Content

The course will equip you with the Spanish language and confidence to discuss day to day issues and culture of the Hispanic world. Students analyse films and literature to widen their understanding of the plethora of cultures where Spanish is spoken

## Topics Covered and Assessment

- Social issues and trends
- Artistic culture (1 text or 1 film)
- Grammar and translation
- Multiculturalism in the Spanish speaking countries
- 1 text and 1 film
- Grammar and Translation

Paper 1 (40%) Reading, Writing and Listening - 2hr 30min

Paper 2 (30%) Writing on set text and film - 2hr

Paper 3 (30%) Speaking - 20min

## How the Course Differs from GCSE

Conversation is key to the enjoyment of language learning, and this course will help you develop this. You will get to write discursive topics on matters important to you and your peers, as well as find out what Spanish young people feel about these issues. Your analysis skills will be well honed through the discussions on film and literature.

## Skills Acquired

The numerous skills you acquire through language learning have been scientifically proven to make your brain more agile. By the end of the course you will be quicker at thinking on your feet and responding to spoken language. You will be guided and supported through developing your memory skills for vocabulary learning and the use of communication technologies available to us. Even more transferable are the key skills to independent study and learning from your mistakes.

## Where the Course Leads

The Spanish qualification proves you can deduce and recognise patterns and analyse important information. All employers are impressed by it, but most importantly it can enrich your lifestyle, opening opportunities for travel and work abroad. Your job prospects are unlimited - science and engineering companies seek great communicators. Tourism, hospitality, commercial industries, education, and the government, all look for linguists to bring something new to their organisations.

Choosing a language A Level helps you stand out from the crowd.

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# Sport and Physical Activity (CTEC)

Level 3 Technical Extended Certificate – OCR – Staff Contact: C WISE

## Introduction

“Sport is a universal language, building more bridges between people than anything else I can think of.” - Sebastian Coe.

This course offers students the chance to develop key knowledge and the practical skills required to excel in the sport specialism. The Cambridge Technical Level 3 course is an exciting worthwhile programme for those interested in a career in the sports industry.

## Summary of Course Content

The Cambridge Technical Level 3 in Sport and Physical Activity is for anyone who enjoys theoretical concepts in sports and wants to develop their knowledge and understanding. This course allows students to study in depth a wide range of areas within sport, including: anatomy and physiology, sports coaching, nutrition and many more. The course will develop their skills in a number of key elements including organisation and time management. The majority of units are coursework based assignments which are internally marked and then externally accredited. There are also two externally moderated exams

## Topics Covered and Assessment

### **Year 12**

- Body Systems and the Effects of Physical Activity (Exam)
- Sports Coaching and Activity Leadership

### **Year 13**

- Sports Organisation and Development (Exam)
- Organisation of a Sport Event
- Sport Psychology

## How the Course Differs from GCSE

Students will experience course delivery from more than one teacher, each having their own particular interests and skills. There are a number of learning strategies used, such as presentations, peer teaching, video analysis, discussions and live analysis of performance. The course will extend the knowledge gained from GCSE PE or Cambridge Nationals Level 2 Sport Science, and allows students to research and report in depth into many different aspects of sport. The course is delivered through a variety of stimulating lessons, tasks, research, reporting and analysis.

## Skills Acquired

Lessons will be a mixture of theory and practical and every student is expected to be prepared to participate in a wide range of activities. Presentation skills are essential and the ability to communicate clearly and effectively with peers, teachers and assessors is fundamental. Research tasks will develop analytical and evaluation skills.

## Where the Course Leads

Studying a Cambridge Technical Level 3 course can be a useful ‘stepping stone’ towards a wide variety of careers in the sports industry. This could be in the leisure and health industry, coaching or sports management, to name but a few. There are many universities who offer a future pathway from this course.

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# Textiles

A level – Eduqas – Staff Contact: R PEACOCK

## Introduction

Studying A Level Textiles provides a worthwhile, satisfying and complete course of study, which broadens experience, develops imagination, fosters creativity and promotes personal and social development. Critical, practical and theoretical study in textile art and design are purposefully integrated to provide exciting, challenging and meaningful learning experiences.

## Summary of Course Content

- Recording from direct experience, observation and imagination.
- Developing ideas for your work, investigating visual and other sources of information.
- Exploring and using a range of media for working in two and/or three dimensions.
- Reviewing, modifying and refining work as it progresses and realising intentions.

## Topics Covered and Assessment

1. Contextual Understanding
2. Creative Making
3. Reflective Recording
4. Personal Presentation

### **Component 1: Personal Investigation (non-exam assessment) - 60%**

Consists of two integrated constituent parts:

1. A major in-depth critical, practical and theoretical investigative project/portfolio and outcome/s based on themes and subject matter having personal significance.
2. An extended written element of 1000 words minimum, which may contain images and texts and must clearly relate to practical and theoretical work using an appropriate working vocabulary and specialist terminology.

### **Component 2: Externally Set Assignment (non-exam assessment) - 40%**

Part 1: This will consist of a series of visual and written stimuli, which are to be presented to the learner at the start of the preparatory period. One of the stimuli is selected and used as a starting point from which to elicit a personal response. Responses should take the form of critical, practical and theoretical preparatory work/supporting studies which inform the resolution of ideas in the 15 hours sustained focus study.

Part 2: 15 hour period of sustained focus work - The resolution of your ideas from the preparatory work must be completed during the designated 15 hours under supervised conditions.

## How the Course Differs from GCSE

There is progression from GCSE, but there is an expectation that you work increasingly independently and select and provide much of your own visual material. A range of teaching styles are used including independent study, group work, critique, visits and presentations

## Skills Acquired

- Competency in application of materials, processes, technologies and resources.
- Knowledge of how ideas, feelings and meanings can be conveyed and interpreted in images and artefacts.
- Knowledge of how images and artefacts relate to the time and place in which they were made and to their social and cultural contexts.
- Ability to record experiences and observations, mainly in visual form; undertake research and gather, select and organise visual and other appropriate information.
- Ability to explore relevant resources; analyse, discuss and evaluate images, objects and artefacts; and make and record independent judgements.
- Application of knowledge and understanding in making images and artefacts; review and modify work, and plan and develop ideas in the light of your own and others' evaluations.
- Ability to organise, select and communicate ideas, solutions and responses, and present these in a range of visual, tactile and/or sensory forms.

## Where the Course Leads

Many students progress to Art Foundation Courses or to Higher Education in a wide variety of fields from Product Design to Fashion. A good range of practical work is one of the essential requirements for entry into art courses in higher education and institutions are looking for art students who have enquiring minds and an enthusiasm and understanding of all aspects of art and design.

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## Entry requirements...

In order to be admitted onto Level 3 courses, students should satisfy all the following requirements:

1. Achieved a minimum of 5 standard passes (grade 4) at GCSE.
2. Secured at least a grade 5/6 at GCSE in the subject that the student wishes to study at Post 16 or the same grade in a related subject where it has not been previously studied at GCSE (please refer to the table below for additional specific subject requirements).
3. Have demonstrated, through their previous education career, the level of self-motivation and commitment, including a positive attendance record, required for Post 16 study.

NOTE: In exceptional cases one or more of the above requirements may be waived at the discretion of the Head of Sixth Form.

The school reserves the right not to admit onto the requested course, despite meeting the above requirements, if on educational grounds it is not considered to be appropriate to the needs and ability of the student concerned.

**NOTE:** There will be, as in most Sixth Form institutions, a minimum number of students for each teaching group.

**This means that if there is insufficient demand on results day (22<sup>nd</sup> August), some courses offered may not run. In addition all courses will be dependent on the availability of staffing.**

## Subjects with Additional Entry Requirements (in addition to the 3 criteria above):

Course	Required (GCSE Grade) Entry Requirement	Course	Required (GCSE Grade) Entry Requirement
Art and Design		Government and Politics	
Biology	Science 6, Maths 6	Health and Social BTEC	
Business Studies	Business 6, English 5, Maths 5	History	
Business Studies BTEC	KS4 BTEC Merit, English and Maths 5	Law BTEC	English 5
Chemistry	Science 6, Maths 6	Mathematics	Maths Grade 7
Computer Science		Further Mathematics	Maths Grade 8
Creative Digital Media		RSL Music Practitioner	
D&T Product Design		Philosophy and Religious Studies	
Dance		Physical Education	
Performing Arts		Sport and Physical Activity CTECH	
Drama and Theatre Studies		Physics	Science 6, Maths 6
English Language		Psychology	Eng 5, Maths 5, Science 5
English Literature		Spanish	
French		Textiles	
Geography		Criminology	English Lang 5

## How to Apply:

Please scan the QR code which will direct you to the online application form.

## Clevedon School Students:



If you are not currently studying at Clevedon School:



