



**Kingsbridge Community College**

**SUBJECT CHOICES BOOKLET 2020**



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## **WHICH WAY NOW**

# APPLIED SCIENCE (APPLIED GENERAL)

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## What is Applied Science – BTEC Level 3?

BTEC Nationals use a combination of assessment styles to give students confidence they can apply their knowledge to succeed in the workplace – and have the study skills to continue learning on higher education courses and throughout their career.

Assignments: set and marked by teachers; verified by Pearson. Still the main form of assessment for all BTEC Nationals.

Tasks: provide students with work-based challenges in timed, realistic work conditions.

Written exams: Students create written answers to practical questions in exam conditions.

## Why choose BTEC Nationals Applied Science Level 3?

The aim of this BTEC Applied Science is to provide a broad scientific knowledge for students interested in progressing their science education or those who are looking for careers in science related industry.

This course is suitable for students who enjoy a wide variety of learning styles, especially those who are suited to coursework rather than exams. Students who enjoy vocational context, independent research and science will thrive on this course

## Course outline

The BTEC Award in Applied Science consists of three core units and one specialist unit. The first two units are externally assessed, the first in sat in Year 12 is an exam and the second in Year 13 is a practical exam. The other two units are assessed using a portfolio of work produced by the individual student. The contents of the portfolio will vary with each module, but may include essays, presentations, work sheets, practical write-ups, poster work and research. Work must be the student's own and any resources used must be referenced correctly at the end of each piece.

## Grade UCAS points A Level equivalent

- Pass (P): 16
- Merit (M): 32
- Distinction (D): 48
- Distinction\* (D\*): 56
- Careers and progression

Many students who study the BTEC route consider a career in the research science field or as a technician. However, with the relevant work experience candidates could progress onto careers in management or higher level research. Other possible career paths could include forensics, food manufacturing, environment and conservation, animal health and breeding, engineering and aerospace.

## SUBJECT SPECIFIC ENTRANCE REQUIREMENTS

GCSE English	4
GCSE Maths	5
Subject Specific	GCSE Science x 2 – 5 BTEC Science Level 2 - Merit

# **ART AND DESIGN (FINE ART) A LEVEL**

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## **What is Art?**

Art is form and content. Art is created using the formal elements such as line, shape, form, colour and texture, but it is the meaning and motivation behind its creation that makes it a fascinating area of study. To be an artist is to bring work into existence by exploring your own informed experiences, thoughts and views.

## **Why Choose Art?**

The skills you will develop will be varied. Among them you will develop a working knowledge of materials, practices and technology within art. You will develop the skills to interpret and convey your ideas and feelings using art, craft and design. You will develop your imaginative and creative powers and your experimental, analytical and documenting skills. You will also develop a specialist vocabulary and the knowledge and understanding of the place of art, craft and design in history and in contemporary society. This is a broad-based course exploring practical, critical and contextual work through a range of 2D and 3D processes and media.

## **Communication**

The Key Skill of communication is integral to the study of Art and will be assessed as specified in the mark scheme. This involves, amongst other skills, the ability to:

- Summarise the information found in many different types of sources - e.g. books, paintings, museums, galleries and the internet.
- Use accurate and relevant information in the best format for the piece of work you are doing.
- Make sure that written work is legible and that its meaning is clear.
- Choose suitable images to illustrate your ideas clearly.

Other Key Skills appropriate to the study of Art are:

- Information Technology
- Improving own learning and performance
- Working with others
- Problem solving

## **What kind of student is this course suitable for?**

- The best foundation for success in Art is a Grade 6 and above at GCSE. You may be creative or 'good at drawing' but this course is not an easy option and you should be prepared to work hard at developing your abilities. You will also need to be prepared to study, discuss and write about other artists and their work. If you would like to discuss requirements further please talk to the Team Leader for Art and Design and your Art teachers.
- Students who wish to undertake further studies in Art, Craft or Design usually at Art College or Further Education.
- Students who are looking to take up careers for which an art background is relevant.
- Students who have an interest in and aptitude for the subject, but who do not intend to take the subject beyond this level.



# **ART AND DESIGN (FINE ART)**

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## **A Level**

### **Component 1: Personal Investigation**

**60% of A Level**

You will be required to work on the theme of 'Expressive Figures and Faces', recording, researching and developing ideas towards a well-considered conclusion, or conclusions. You should show, among other evidence, how you have explored your use of resources and materials, through drawing, photography and collections of visually exciting and stimulating imagery in your sketchbook. You will research artists and designs relevant to your work and use your understanding of their work to inform your own practice.

In the spring term, you will develop work for a personal investigation into an idea, issue, concept or theme supported by written materials of 1,000 to 3,000 words. You are required to submit a final piece (or pieces) which must be accomplished by preliminary studies including artist research.

### **Component 2: Externally Set Assignment (A Level)**

**40% of A Level**

The question paper will consist of a choice of eight questions. You select one question and use this as a starting point to develop your ideas.

You will be given a preparation period, during which time you can discuss your work with your teachers. You will need to produce preparatory work and should undertake investigative preparatory work in your work journals throughout the course. The timed examination is fifteen hours.

The Externally Set Assignment is the culmination of your course and gives you the opportunity to show the extent to which you can use the language of the subject, the formal elements, processes and skills that you have developed during your course.

## **What comes next?**

There are many careers in Art and Design, most of these require further study at an Art College, Further Education College or University. At present most students wishing to take Art and Design further will go on to do a one year 'Foundation' Course at an Art College or College of Further Education before applying to Degree courses in more specialist areas of Art and Design.

You may wish to do an Art A Level for its own sake, perhaps to form the basis of a future interest or as part of a range of other subjects. An A Level qualification would support careers in such fields as practicing artistry, interior design, advertising, illustration, marketing, design, architecture, publishing and the media.

**Students are asked for a contribution of £50 towards this course in Year 12 and Year 13. However, should this be an issue students are encouraged to apply for a Learner Support Bursary where financial assistance is available.**

## **SUBJECT SPECIFIC ENTRANCE REQUIREMENTS**

GCSE English	5
GCSE Maths	
Subject Specific	GCSE Art & Design - 6

# BIOLOGY

## OCR – A LEVEL

### What is Biology?

Biology is the study of living organisms and, as such, it is one of the broadest subject areas. It ranges from the sub-cellular to whole organisms and environments.

Biology is one of the most dynamic and vibrant sciences. Biologists are at the cutting edge of medical research, food technology, biotechnology, agriculture and conservation issues.

Biology knowledge is increasing at an alarming rate. New techniques such as genetic modification and genome sequencing give us new tools for understanding how life works and for using that understanding – but with our new abilities also come new responsibilities.

### Why study Biology?

*"Every educated person should have an understanding of basic biological concepts - evolution, biodiversity, competition, extinction, adaptation, natural selection, reproductive development and a host of others... Over-population, the destruction of the environment, and the malaise of the inner cities cannot be solved by technological advances, nor by literature or history, but by measures that are based on an understanding of the biological roots of these problems"*

Ernst Mayer

### Suitable students will ...

- **Have a curiosity and interest in living things and want to know how organisms function.**
- **Want to study the behaviour of living things and how they relate to each other and the environment.**
- **Enjoy biochemical studies in a laboratory and working on the seashore looking at rock pool organisms.**
- **Want to know about human health and physiology.**
- **Be interested in current biological issues e.g. cloning and global warming.**

### Other benefits....

A Level Biology offers an excellent vehicle to achieve skills ranging from:

Communication	ICT	Application of number
Problem Solving	Personal skills	Teamwork
Leadership	Rigour	

### What comes next?

- Human Biology
  - Molecular Biology
  - Biochemistry
  - Medicine
  - Natural Sciences
  - Physiotherapy
  - Sports Science
  - Surf Science
  - Marine Biology
  - Zoology
  - Dentistry
  - Agricultural Management
  - Teaching
  - Veterinary Science
  - Food Industry
  - Agriculture
  - Forestry
  - Conservation
  - Pharmaceutical industry
  - Library and information
  - Forensic Science
  - Technician
- ....The list is endless!*

# BIOLOGY

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## How is the A Level Course Assessed?

- Extended response in all papers
- Synoptic Assessment in all papers
- Practical based questions in all papers
- 10% mathematical weighting

<b>Module 1</b> Development of practical skills in Biology		<b>AS Level</b>	<b>A Level Paper 3</b>
<b>Module 2</b> Foundations in Biology			
<b>Module 3</b> Exchange and Transport	<b>Module 4</b> Biodiversity Evolution and Disease		
<b>Module 5</b> Communication, homeostasis and energy	<b>Module 6</b> Genetics, Evolution and Ecosystems		
<b>Paper 1</b>	<b>Paper 2</b>		
<b>A Level</b>			

<b>Paper 01 (Biological Processes)</b>	<b>37% of A Level</b> <b>(100marks)</b>	<b>2h 15min</b>
<b>Paper 02 (Biological Diversity)</b>	<b>37% of A Level</b> <b>(100 marks)</b>	<b>2h 15min</b>
<b>Paper 03 (Unified Biology)</b>	<b>26% of A Level</b> <b>(70 marks)</b>	<b>1h 30min</b>
<b>Paper 04 (Practical Endorsement)</b>	<b>Non-exam assessment</b>	<b>Reported Separately</b>

Biology is recognised as a facilitating subject by some leading universities.

Informed Choices: <http://www.russellgroup.ac.uk/informed-choices>

## SUBJECT SPECIFIC ENTRANCE REQUIREMENTS

GCSE English	5
GCSE Maths	6
Subject Specific	GCSE Science x 2 – 6

# **APPLIED BUSINESS**

## **AQA EXTENDED CERTIFICATE (APPLIED GENERAL)**

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### **Why choose Level Three Extended Certificate in Business?**

People who study Applied Business become an asset to any employer. This subject provides an ideal background for almost any occupation. The course gives you the opportunity to study a broad range of business activity; from marketing, people management, business ethics and entrepreneurialism, to operations, e-commerce, finance, business law, economics, investment and business planning. The course is creative, interactive, and applies all theory to real businesses, giving you a deeper understanding. There is opportunity to study the type of business or industry that really interests you, with a focus on providing you with expertise and ideas for life after college.



### **What kind of student is suitable for Business?**

If you have studied Business at GCSE you must have achieved a Grade 5. If you have not previously studied Business you need to have achieved at least a Grade 5 in Mathematics.

If you want to run a business, work for a business, or simply pick up some skills that will give you an advantage for life in the future, this is the course for you. If you have a keen interest in how businesses work and how to run a successful business, enjoy discussion, team work, debate and research, you will enjoy studying Business. Confidence working with numbers and using the internet are important skills.

### **What are the main modules you will study?**

This qualification is made up of five mandatory units, plus one optional unit from a choice of three, completed over two years:

1. Financial planning and analysis (External examination 1.5 hours)  
*Business planning, profitability, cash flow, break-even analysis and solvency*
2. Business dynamics (Internally assessed coursework)  
*Ownership, business law, recruitment, management types, competition, stakeholders and economics*
3. Entrepreneurial opportunities (Externally assessed assignment, controlled conditions)  
*Enterprising behaviour, innovation and calculated risk, marketing and contingency planning*
4. Managing and leading people (External examination 1.5 hours)  
*Leaders vs. managers, organisational structure, motivating employees, performance management, empowerment and implementing change*
5. Developing a business proposal (Internally assessed coursework)  
*Identifying a unique selling point, market research, identifying resources, aims and objectives, strategy, communication and testing a business proposal*

# APPLIED BUSINESS

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Optional modules:

6. E-Business (e-commerce) implementation  
(Internally assessed coursework)  
*E-business models, e-business income streams, stakeholders, e-business implementation*
  
7. Managing an event (Internally assessed coursework)  
*Event planning, target audiences, budgeting, marketing, event delivery and timings*
  
8. Marketing communications (Internally assessed coursework)  
*Target markets, communication materials, schedule of marketing communications, strategy*



## Grading

The course will be Graded Pass, Merit and Distinction. In terms of UCAS points this translates as Pass 16, Merit 32, Distinction 48, Distinction\* 56.

## What comes next?

Students completing both years of the course can choose between entering University or employment. Students may choose to go on to study business management, marketing, e-commerce or economics at University, for example. Alternatively, many University courses combine Business with other subjects, e.g. Foreign Language, ICT, Geography, Human Resource Management, Retail Management, Sciences, the Arts. This means that you can combine business acumen with your personal interests to gain access to a broad range of career opportunities. Alternatively, there are many opportunities with businesses locally and nationally to undertake an apprenticeship or full-time career.



## SUBJECT SPECIFIC ENTRANCE REQUIREMENTS

GCSE English	5
GCSE Maths	5
Subject Specific	GCSE 5 (If studied)

# CHEMISTRY

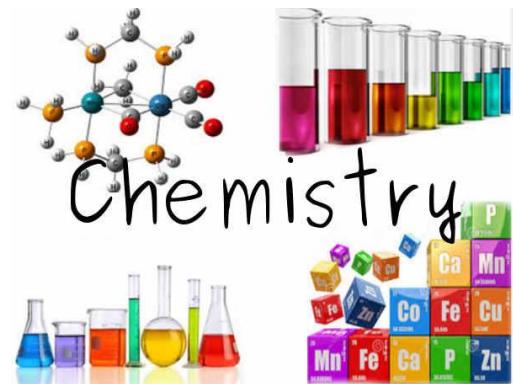
## OCR – A LEVEL

### What is Chemistry?

Chemistry is the study of matter, its composition and structure, properties and reactions. It is chiefly concerned with atoms and molecules and their interactions and transformations into new substances. Reactions involve the movement of electrons and the transfer of energy, and many different types of reactions will be studied practically throughout the course e.g. redox, neutralisation, photochemical, organic synthesis and combustion.

### Why choose Chemistry?

At present nearly 80 students study AS or A Level Chemistry and it is one of the most popular subjects in the Sixth Form. Results are excellent and many students go on to study Chemistry, Biochemistry or Chemical Engineering at University. A Level Chemistry (usually A\*/A) is also a course requirement for Medicine, Dentistry and Veterinary Science. The subject combines well with Mathematics, Physics, Biology and Geography, but many students take Chemistry even if they are not combining it with these subjects. A chemistry qualification opens the door to a wide range of careers options, both in and out of the lab. There are endless interesting and rewarding jobs available – these can be in research, outdoors or in other industries you might not have thought of. As a chemist you could fight disease by discovering new medicines; design and synthesise new products and materials, including cosmetics, paints, food and drink and plastics; solve crime using forensic analysis; become an environmental scientist, work in oil refinery, a hospital or public health laboratory or even inspire others through teaching chemistry.



### What kind of student is this course suitable for?

The course will appeal to those students who:

- Have enjoyed studying Chemistry at GCSE.
- Enjoy practical work and problem-solving.
- Are able to spot trends and patterns within the Periodic Table and apply their knowledge and understanding to unfamiliar reaction pathways and conditions.
- Enjoy studying a subject relevant to their own lives and one that has the capacity to change lives.
- Want to study Chemistry, Biochemistry, Chemical Engineering, Medicine, Dentistry, Veterinary Medicine, Geology or Environmental Science at university.

### What module will you study?

#### Year 12

##### Module 1 Development of practical skills

- Planning, implementation, analysis and evaluation

##### Module 2 Foundations in chemistry

- Atomic structure
- Acids and neutralization
- Electrons, bonding and structure
- Moles and equations
- Redox reactions

# CHEMISTRY

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## Module 3 Periodic Table and energy

- Periodicity
- Quantitative analysis
- Reaction rates and equilibria (qualitative)
- Group 2 and Group 7
- Enthalpy

## Module 4 Core Organic Chemistry

- Basic concepts
- Alcohols and haloalkanes
- Analytical techniques (IR and MS)
- Hydrocarbons
- Organic synthesis

## Year 13

Module 1 and 2 continue throughout this course

## Module 5 Physical chemistry and transition elements

- Reaction rates and equilibrium (quantitative)
- Enthalpy, entropy and free energy
- Transition elements
- pH and buffers
- Redox and electrode potentials

## Module 6 Organic chemistry and analysis

- Aromatic compounds
- Carboxylic acids and esters
- Polymers
- Chromatography and NMR spectroscopy
- Carbonyl compounds
- Organo-nitrogen compounds
- Organic synthesis

## How is the course assessed?

### A Level

Paper	Description	Marks	Duration	Weighting
1	<b>Periodic table, elements and physical chemistry</b> multiple choice and structured questions	100	2 hr 15 mins	37%
2	<b>Synthesis and analytical techniques</b> multiple choice and structured questions	100	2 hr 15 mins	37%
3	<b>Unifying chemistry</b> structured questions and extended response questions	70	1 hr 30 mins	26%
Non-exam assessment	<b>Practical endorsement for chemistry</b> a minimum of 12 practical activities to demonstrate practical competence	Pass/Fail	Non-exam assessment	Reported separately

## What is the course code?

A Level: OCR Chemistry A / H432 (first assessment 2017)

## What comes next?

For further information, please speak to the Chemistry Department staff and current students at the **Year 11 Information Evening**, or contact Miss Stephenson (stephenson.a@kingsbridgecollege.org.uk)

Chemistry is recognised as a facilitating subject by some leading universities.

Informed Choices: <http://www.russellgroup.ac.uk/informed-choices>

## SUBJECT SPECIFIC ENTRANCE REQUIREMENTS

GCSE English	5
GCSE Maths	6
Subject Specific	GCSE Science x 2 – 6

# DRAMA & THEATRE

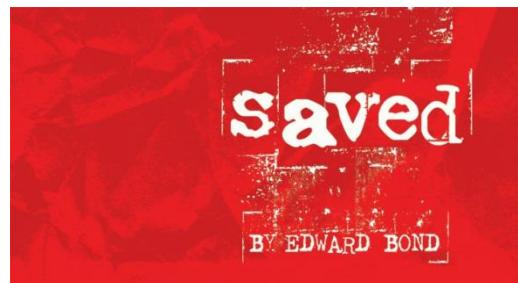
## EDUQAS – A LEVEL

This two year A Level course focuses on a dynamic and exciting practical exploration of theatre while placing an emphasis upon the thorough academic study of key practitioners and writers who have shaped theatre in the past and continue to innovate theatre today. Studying modern, relevant texts students will be expected to challenge themselves in performance, take creative risks and choose to work as actors and directors, critics and theatre designers. Often there will be problems to be solved creatively and deadlines to be met that mirror working in a vocational and professional theatre environment. Students successfully completing the course will gain a thorough understanding of drama and theatre and gain an extremely high academic understanding of theatre and its wider cultural importance.

**You do not have to have Drama GCSE to study this course. If you have studied Drama GCSE, we would expect that you have achieved at least a Grade 5. You also need to have achieved a Grade 5 in English.**

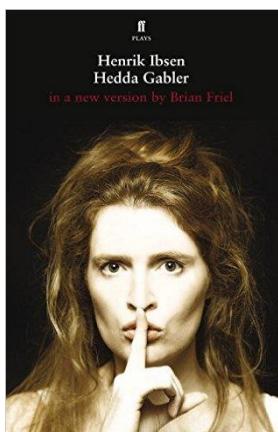
**In brief, A Level students will have to:**

- Perform in a text-based performance
- Perform in a devised performance
- Explore the work of at least two theatre practitioners in detail and apply that knowledge practically
- Produce a portfolio that details the creation and development of your plays and evaluates the process and the final performance
- Answer a series of questions on three set texts in a written exam



**The course will appeal to students who....**

- Have an interest in drama and theatre as a performer, director or designer
- Enjoy working practically while applying theory and academic analysis
- Enjoy a subject which involves co-operation and working as part of a supportive, creative group
- Wish to develop their performance skills, confidence and communication ability
- Are prepared to commit to extra-curricular rehearsals and regular theatre visits including trips to London and Stratford upon Avon
- Wish to deepen their subject understanding as well as broadening their wider cultural knowledge



# DRAMA & THEATRE

(continued)

## A Level Units

### Component 1: Devising - 40% coursework assessed

This is a practical coursework based unit and is worth 40% of the qualification. Working in a small group, you will have to devise an original piece of theatre for an audience using **one key extract** from a published play and apply a specific theatre practitioner's techniques to make a unique piece of theatre. While we expect our students to focus on acting as the assessed skill, there are also options to take a design route such as sound, lighting or costume.



### Component 2: Text in Performance 20% Coursework assessed

This is another practical script based performance unit where you will perform in or design for a group performance from a performance script. Your group can also include up to one designer from each design role. The design roles are set, lighting, sound and costume. In addition you will also perform in or design for a monologue or duologue performance from another performance text.



### Component 3: Text in Performance - 40% Written Exam

This is an externally set and assessed examination that lasts 2 hours 30 mins. The exam will be made up of three sections: Section A and B focuses upon two set texts – currently Hedda Gabler by Henrik Ibsen and Saved by Edward Bond. Although this is a written exam, you will have studied these texts **practically** in your lessons from the point of view of an actor, director and designer and you will answer questions that focus upon rehearsal, performance and design. In addition, the two live theatre performances you will have seen as part of the course will also inform your answers. Section C looks at an extract from The Curious Incident of the Dog in the Nighttime.

**In summary:** The course is assessed through a combination of coursework portfolios, practical workshops, group and individual performances and a written exam. There will be regular theatre visits throughout the course as well as the chance to work with visiting profession theatre companies at workshops in and out of college which will support the practical work you do.

## What comes next?

This course can lead to further study in Drama and Performing Arts in Higher Education. Many students go on to study a wide range of other subjects at university and see it as an excellent course that complements perfectly their other A Level choices. Drama and Theatre is invaluable in building confidence and improving presentation and communication skills essential in a variety of careers.

## SUBJECT SPECIFIC ENTRANCE REQUIREMENTS

GCSE English	5
GCSE Maths	
Subject Specific	Drama (if studied) 5

# ENGLISH LANGUAGE AND LITERATURE

## A Level English Language and Literature

This year, we are excited to be offering students the opportunity to gain an A Level in English Language and Literature.

### What is English Language and Literature?

Language and Literature are the two fundamental aspects of the study of English, with each one complementing the other. Literature itself is a map of the history of mankind: it is food for the heart, the mind and the soul! Writers over the ages have created novels, plays and poems to entertain, intrigue and to explore a variety of situations. The study of Literature involves the study of a range of texts written by some of the most acclaimed writers in English history. You will study a range of texts –prose, poetry and drama –and explore characters, themes, context. This is supplemented by the study of non-fiction texts, including spoken genres. By developing a more technical grasp of the constituent parts of the English language, you will be able to explore the methods used by speakers and writers in order to convey meanings and representations. In addition, you will have opportunities to apply this knowledge within your own creative writing.

### What will you study?

Throughout the course, you will use the study of fiction and non-fiction texts in order to develop your literary and linguistic analysis. These texts will include the following:

**Society and the Individual:** Study of a range of poetry, prose and non-fiction related to the theme of ‘Society and the Individual’. These texts will include Shakespeare’s **‘Othello’** and F. Scott Fitzgerald’s **‘The Great Gatsby’** as set texts for examination.

**Voices in Speech and Writing:** Study of a range of fiction and non-fiction texts in order to explore how speakers and writers use linguistic and literary devices in order to create a sense of voice. This will include the study of Williams’ **‘A Streetcar Named Desire’** as an examination text.



**Creating and Investigating Texts:** Students choose their own fiction and non-fiction styles of writing which they wish to explore. After investigating the linguistic construction of these pieces, students create their own pieces in these styles. These two pieces, along with an accompanying commentary, make up the **NEA folder**, which is worth **20%** of the final A Level grade.

### Why study English Literature?

English is relevant to us all as thinkers and communicators. It develops analytical skills and the effective use of spoken and written communication. Discussion based lessons will enable you to understand yourself and issues that are relevant to your life and experiences. As a subject, it combines well with essay-based subjects such as History and Philosophy, as well as providing a broad base when combined with other Arts and Science options. English pass rates have a history of excellence and reflect committed and supportive teaching. This A Level subject is highly regarded by Universities and provides access to a wide range of courses and career pathways.

### SUBJECT SPECIFIC ENTRANCE REQUIREMENTS

GCSE English:	GCSE English 6
GCSE Maths:	
Subject Specific:	Both GCSE English Language and English Literature at Grade 5. At least one of these needs to be at Grade 6.

# **EPQ – EXTENDED PROJECT QUALIFICATION**

## **AQA**

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### **What is the Extended Project Qualification?**

The AQA extended project is A Level 3 qualification that is worth half an A Level Graded from A\* to E and is awarded with UCAS points. It is designed to prepare students for university style independent research and essay writing. It provides an opportunity for students to extend their abilities beyond the A Level syllabus, stand out and prepare for university or their future career. This involves students creating an independent research report that is based upon using a wide variety of academic sources. Each person is supported by a supervisor who assists with planning, managing sources and reflection, this is alongside taught sessions where the skills of research and writing are delivered. Students have the option of either writing a 5000-word mini-dissertation or creating a physical artifact/completing a performance and writing a 1500 word write up.

### **Why choose the Extended Project Qualification?**

The EPQ was created in order to help students bridge the gap between the requirements of A Level study and study at a university level. It is designed for those that want to develop their ability to work independently and create arguments of their own. Students need to be able to take interest in something in order to be able to research into it to the required standard. Students get to choose what their project is about so will often be something that they are passionate about or even a topic that they might not have been able to study at A Level. This year these topics have ranged from dissertations on methods for controlling pesticide resistance, the impacts of removing capital punishment in the UK, what ‘success’ really is as well as the regression of equality in Russian culture. One student completing the practical project is making a Roman sword in the traditional manner and another recreating Ancient Egyptian artwork on papyrus.

Universities very much appreciate students completing an EPQ and some even lower their entrance requirements to reflect this (University of Bristol – “It is expected that some admissions tutors may make two alternative offers to those offering this qualification, one of which involves success in the Extended Project for example either AAA at A Level or AAB at A Level plus Extended Project.”) Cambridge University states that “We welcome the introduction of the Extended Project and would encourage you to undertake one as it will help you develop independent study and research skills and ease the transition from school/college to higher education.”

### **What kind of student is this course suitable for?**

There are no specific entrance requirements for the EPQ but you should be able to communicate effectively in writing. You don't have to be intending to go to university to study this as it helps all students in developing skills that are useful in later life.

The course will appeal to those students who:

- want to develop their academic skills in researching, reading and writing
- are interested in studying a topic of their own choosing in detail engaging with high quality
- academic research on the matter
- have the ability to see a task through to completion
- enjoy communicating an argument in the written form
- those that are creative in practical pursuits (creating an artefact or undertaking a performance)

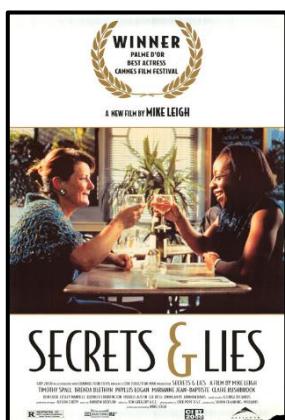
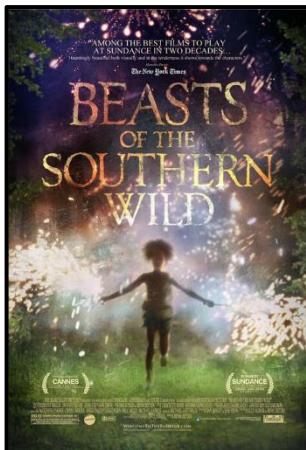
If you have any questions about the EPQ or would like to find out more then please talk to Ms Fairclough.

### **SUBJECT SPECIFIC ENTRANCE REQUIREMENTS**

GCSE English	5
GCSE Maths	4
Subject Specific	

# FILM

## WJEC – A LEVEL



In Year 12, we shall be exploring a broad range of British, American and world film which are both independent and mainstream, in preparation for a written assessment as well as constructing exciting film artefacts as coursework.

Film is now available to study in the mainstream option choice, having operated for some time as a successful evening adult education opportunity. This qualification gives students the opportunity to explore in great depth, world cinema as a creative phenomenon whilst improving their own film-making skills having studied how the great masters achieve their impact

There will be:

- One creative project which could be a short film, a screen-play or a digitally photographed storyboard

For A Level, the examination is concerned with world cinema including documentary and the short film with a focus on social, historical and political context as well as style; an analysis of a set film text is also required. There is the opportunity to learn how to write your own screen-play, a digitally photographed storyboard or use our new Mac equipment and other excellent facilities to create an exciting short film.

This is a wonderful qualification which allows for real freedom of individual choice and the chance to bring to your study, your own favourite material. It combines the development of practical ability with intellectual analysis and would be an excellent accompaniment to A Levels in Sociology, Art, History, Drama, Philosophy, Languages and English Literature.

Film studies has opened my eyes to the world and industry of filmmaking. I have gained valuable skills here that I might not have done elsewhere.

- Will Isaac, year 13

### SUBJECT SPECIFIC ENTRANCE REQUIREMENTS

GCSE English	4
GCSE Maths	
Subject Specific	

# FRENCH

## AQA – A LEVEL

### What Are Modern Foreign Languages At A Level?

This new A Level language course gives you a chance to build on the skills learnt at GCSE and study many aspects of the culture of the countries where these languages are spoken. The language is just the medium; through it you will study a wide range of topics, across a number of subject areas: History and Heritage , Cinema and Music, New Technology, Ethics & Diversity, Politics and Citizenship. You will gain an appreciation and understanding of Europe and the world.

### Why Choose Modern Foreign Languages?

A language is ideally linked to all subject areas whether you want to specialise later on in languages or not. A language is a perfect 'add-on' for all students and is a highly valuable and marketable skill in the workplace. A Level language students have used their language skills, working in the Civil Service through to studies in Biology or careers with big international companies. A language can open up many doors.

- Few people in Britain have language skills at A Level and this will make you an asset in the work place.
- Many Universities offer language modules alongside the main subject like Engineering or Business Studies. You may even be able to spend a year at a foreign University as part of your course. With a language, you can study over thirty languages at University, including Arabic, Chinese or Spanish ab initio.
- The course allows students to develop key skills in communication, ICT, problem solving and working with others.

### What Kind Of Student Is Suitable For Modern Foreign Languages?

You will need to have gained a Grade 6 or more at GCSE. More importantly, speak to your language teacher before finalising your choice.

This course will appeal to you if:

- You want to take your language skills beyond GCSE without necessarily specialising in languages.
- You have an interest in other cultures, people and travel.
- You enjoy discussing a wide range of topics.

### What Does A Typical Lesson Look Like?

Can vary a great deal, but typically will involve the study of some type of text (reading, video, listening, song etc), followed by language work, focusing on key grammar and / or vocabulary of the text, before going on to a discussion or written response of the theme, using the key language. One noticeable difference from many GCSE courses is that the classes take place mainly in French.

### A Level Topics

#### Aspects Of French-Speaking Society: Current Trends

- The changing nature of family
- The 'cyber society'
- The place of voluntary work



# **FRENCH**

(continued)

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## **Artistic Culture In The French Speaking World**

- A culture proud of its heritage
- Contemporary francophone music
- Cinema: the 7<sup>th</sup> art form

## **Aspects Of French-Speaking Society: Current Issues**

- Positive features of a diverse society
- Life for the marginalised
- How criminals are treated

## **Aspects Of Political Life In The French-Speaking World**

- Teenagers, the right to vote and political commitment
- Demonstrations, strikes – who holds the power?
- Politics and immigration

### **A Level Examination**

The examination is currently devised as follows:

#### **Paper 1:** Listening, reading and writing (worth 50% of the A Level):

**Listening** and responding to spoken passages from a range of contexts and sources.

**Reading** and responding to a variety of texts written for different purposes. All questions are in French, to be answered with non-verbal responses or in French.

**Translation into English;** a passage of minimum 100 words.

**Translation into French;** a passage of minimum 100 words.

#### **Paper 2: Writing** (worth 20% of A Level):

**Writing** 2 essays, one about the film and the other about the book.

#### **Paper 3: Speaking** (worth 30% of the A Level):

**Speaking** about an aspect of one of the themes of the course. Followed by an **oral presentation** and discussion of an individual research project.

## **SUBJECT SPECIFIC ENTRANCE REQUIREMENTS**

GCSE English	5
GCSE Maths	
Subject Specific	GCSE French - 6

# A LEVEL GEOGRAPHY

## EDEXCEL

### Why Choose Geography?

Students studying Geography at Kingsbridge gain excellent results - we have an extremely high success rate and our progress results put us in the top 25% of all schools nationally. Geography combines well with Arts, Sciences, and Social Sciences such as Business Studies, ICT or Psychology. It is recognised by employers and Further and Higher Education as a **facilitating subject**, which develops a wide range of skills and understanding. Taken with Sciences, Geography supports applications for almost any Science-based University course like Engineering and Environmental Sciences. Taken with Humanities, it will support an equally wide range of University courses such as Business Studies, Law, Media and Accountancy. The use of Geographical Information Systems (GIS) is also a rapidly growing industry with superb career possibilities. Many recent studies show that Geography graduates have one of the highest rates of graduate employment.

Geography students gain an appreciation and understanding of the complex world around them; the physical environment including the Natural Hazards, Coastal Landscapes and Climate Change. This course also addresses key geographical issues affecting the planet today and in the future such as the tensions between the old core Superpowers and rise and challenge presented by Russia and China. Following the hugely successful Edexcel specification, this exciting and contemporary course has something for everyone, breaking down the artificial divisions between human and physical topics.



### What kind of student is this course suitable for?

It is a requirement for you to have achieved at least a grade 5 at GCSE Geography. Only in exceptional circumstances and in negotiation with Mr. Fitzpatrick will students who have not previously studied Geography be accepted.

#### The course will appeal to those students who:

- Have an interest in the **challenges** facing the world in the 21<sup>st</sup> Century
- Enjoy studying a subject that is **relevant** to their own lives and experiences
- Want the opportunity to carry out **practical** fieldwork outdoors
- Want to **broaden** their Sixth Form studies to cover both the Sciences and Humanities
- Enjoy **travel** and enjoy finding out about new places and cultures
- Want to keep their **options** open for Higher Education and careers

### What will you study?

The current specifications are still under reform and exact content details have yet to be confirmed. It is important to note that students will need to sit all exams at the end of the A Level unless they have specifically chosen to take AS Level only.

#### A Level

##### Paper 1: Conflicted Planet

- Topic 1: *Tectonic Processes and Hazards*
- Topic 2: *Coastal Landscapes Processes and Change*
- Topic 5: *The Water Cycle and Water Security*
- Topic 6: *The Carbon Cycle and Energy Security*

Assessment: 2 hours 15 minutes (105 marks)

30% of the qualification

# A LEVEL GEOGRAPHY

## EDEXCEL

### Paper 2: Global Powers

- *Topic 3 : Globalisation*
- *Topic 4 : Shaping Places*
- *Topic 8 : Superpowers*
- *Topic 9 : Global Development and Connections*

Assessment: 2 hours 15 minutes (105 marks)  
30% of the qualification

### Paper 3: Synoptic Paper

Synoptic Investigation on a geographical issue which will focus on Players, Attitudes and Futures. This will be based on a contemporary global or regional issue.

Assessment: 2 hour 15 minutes (70 marks)  
20% of the qualification

### Paper 4: Independent Investigation

Student's independent investigation on an aspect of Geography to be chosen by the students  
20% of the qualification

#### Fieldwork

**Year 12:** A residential field course to a physical and urban environment to develop skills in preparation for the Independent Investigation.

**Year 13:** An additional 2 days fieldwork will also be carried out during A Level. The details of this are to be confirmed.

#### What comes next?

Some of the courses more directly related to Geography, which students have gone on to study include: -

Environmental Studies	Anthropology
Marine Geography	Marine Biology
Hazards	Town Planning
Ecology	Geophysics
Development Studies	Estate Management
Agriculture/Farm Management	Geology
Rural Studies	and Geography of course !

Employment opportunities exist in local and central government bodies, Social Services, Leisure Travel and Tourism, Management, Environmental Management, Scientific Services, Business and Finance, Estate Management, GIS, Agriculture and many more. The skill set gained by Geography students makes Geography students very versatile, adaptable and employable.

#### SUBJECT SPECIFIC ENTRANCE REQUIREMENTS

GCSE English	5
GCSE Maths	
Subject Specific	GCSE Geography - 6

# HISTORY

## AQA – A LEVEL

### What do I need to know or be able to do before taking this course?

Ideally, to provide a context to the History you study at A Level, you require a GCSE of Grade 6 or above in History. However, we will consider students who gain at least a Grade 6 in English Literature who have not studied History before.

### Why study History?

History as a subject enables you to better understand the world around you and the topics studied during this A Level will certainly enhance your understanding of the world's most powerful countries today. By studying it at Sixth Form you will gain a fascinating insight into Superpower relations, through the exploration of Cold War tensions between the USA and the Soviet Union. This is from the end of World War Two up until the point at which the world nearly came to nuclear war in 1962 and on to the eventual collapse of the Soviet Union in 1991. You will also study the history of one of England's most eventful dynasties: The Tudors. This is from Henry VII through the extraordinary reign of Henry VIII as well as looking at how his children, Mary I, Edward VI and Elizabeth I changed the country when in power. The A Level option also allows for students to carry out an independent study focusing on the development of China in the twentieth century as it moved from a weak power under an emperor to a 21<sup>st</sup> century economic superpower.



However, History is more than the knowledge you learn – this subject also develops important attributes in you as a person; to debate a point of view, to question the truth of what someone wishes you to take at face value, and to structure your thoughts into a persuasive argument.

History is a very transferrable subject and complements many professional occupations, including law, journalism and politics due to the critical thinking skills involved. It is also a well-respected A Level for higher education.

### What areas will be studied?

#### A Level – Year 12

**Paper 1** The Tudors: England 1485-1547

**Paper 2** The Cold War c.1945-1963

#### A Level – Year 13

**Paper 1** The Tudors: England 1547-1603

**Paper 2** The Cold War 1963-1991

**Historical Investigation.** The development of Modern China, c.1900-c.2000

### How is the course assessed?

The A Level exam papers are 2.5 hours each in duration. Both papers involve students answering 3 extended writing questions. There is also a 3000-3500 word Historical Investigation (Personal Study). The two exams are worth 40% each of the A Level qualification. The Historical Investigation is worth 20%.

### What is the course code?

**A Level:** AQA 7040

History is recognised as a facilitating subject by some leading universities.

Informed Choices: <https://successatschool.org/advicedetails/204/facilitating-subjects>

### SUBJECT SPECIFIC ENTRANCE REQUIREMENTS

GCSE English	5
GCSE Maths	
Subject Specific	GCSE History - 6

# BTEC Level 3 Extended Certificate in IT

(Equivalent to One A Level)

## BTEC Level 3 Certificate in IT

(Equivalent to 0.5 of an A Level)

Nationally, BTEC Level 3 qualifications have proved popular with students and employers. They carry the same amount of UCAS points as traditional A Levels. The course has a one-year option (equivalent to AS), or two years (equivalent to A2). BTECs embody a fundamentally learner-centred approach to the curriculum, with a flexible, unit-based structure and knowledge applied in project-based assessments. They focus on the holistic development of the practical, interpersonal and thinking skills required to be able to succeed in employment and higher education.

### Why Study IT?

- In 2019 there are currently 17% more jobs advertised than people to fill them. We are living in an expanding technological age. Where the technological skills of the work force do not fit the skills required to meet standards within business.
- Employment in the IT industry is forecast to grow 5 times faster than the UK average with over half a million new IT and Telecoms professionals needed over the next 5 years.
- IT and Telecoms professionals currently earn 41% more than the national average salary.
- Due to the skills shortage in the UK, many firms are having to recruit from abroad.

### What will I learn?

This course is designed for learners who are interested in an introduction to the study of creating IT systems to manage and share information alongside other subjects, with a view to progressing to a wide range of higher education courses, not necessarily in IT. You will develop a common core of IT knowledge and study areas such as the relationship between hardware and software that form an IT system, managing and processing data to support business and using IT to communicate and share information.

- The objective of this course is to give you the opportunity to develop your knowledge and skills in IT systems, systems management and social media in business. This will enable you to progress to further study in the IT sector or other sectors.  
The Units covered in the 1st year:
  - Unit 1: Using social media in Business
  - Unit 2: Creating Systems to Manage Information (External Coursework)
- The Units covered in the 2nd year:
  - Unit 3: Information Technology Systems
  - Unit 6: Website Development

### Entry requirements?

You will require the same minimum requirements to enter Sixth Form

### How will I be assessed?

**Certificate in IT:** Equivalent in size to 0.5 of an A Level. 2 units, both mandatory, of which 1 is external.

Mandatory content (100%). External assessment (50%).

**Extended Certificate:** Equivalent in size to one A Level. 4 units of which 3 are mandatory and 2 are external. Mandatory content (83%). External assessment (58%).

### Who is this course for?

This course is suitable for learners who wish to learn through applied learning techniques, therefore applying learning which will be directly beneficial for the workplace or future studies in the digital IT Industry. You will need to have a strong interest in IT and the digital world today

### Future Opportunities

Studying BTEC Nationals in IT builds a good foundation for a range of career options including:

- starting up your own business being self-employment
- Further education
- joining the IT industry
- IT apprenticeships

# MATHEMATICS COURSES

## AQA (Mathematics, Further Mathematics, Core Maths) Edexcel (Statistics)

We offer four distinct courses to suit the needs of as many students as possible: At A level we offer Mathematics and Further Mathematics and Statistics. Further Mathematics can also be taken as an AS. If you wish to take Further Mathematics at AS or A Level you must also study the full Mathematics A Level. While most students are encouraged to take three A levels, the way in which the Mathematics and Further Mathematics A levels support each other has meant that historically students studying Further Mathematics as a fourth A level have found they have been able to cope with the additional workload significantly more comfortably than students studying other combinations of four A levels.

In addition to A levels we also offer the Core Mathematics qualification that is equivalent to an AS level and is taken over one year. The table below summarises each course and the entry criteria. This will be the forth year of the newly reformed Mathematics and Further Mathematics A level courses. Please note that if you are familiar with the old mathematics A level qualifications there have been significant changes in the structure and content of the courses to be aware of.

**NOTE:** It is important that you choose the correct A level Mathematics subject, depending on your prior attainment and intended academic or career path – the Maths department will be able to advise you on this.

	Core Maths	Statistics	Mathematics	Further Mathematics
Minimum entry qualification	Grade 5 in GCSE Mathematics	Grade 6 in GCSE Mathematics	Grade 6 in GCSE Mathematics	Grade 7 in GCSE Mathematics. Students must also study AS or A level Mathematics at the same time
Structure of Course	This is a <b>one year</b> course aimed to develop real-life skills. It will involve solving meaningful mathematical problems and will include financial maths and a statistical element.	A practical and investigative course. The emphasis is on the interpretation of statistics and hypothesis testing. This course provides students with genuinely useful techniques for using data in other A level subjects and beyond.	Around two thirds of the course is spent studying pure Mathematics: algebra, trigonometry, graphs, calculus and numerical methods. The remaining third is devoted to the study of applied mathematics (Mechanics and Statistics).	The structure is similar to the Mathematics course: the bulk of the course is spent on the study of pure Mathematics and the remaining third is a combination of different applied subjects: Mechanics and Statistics
Assessment	Examinations in May and June of year 12 only. There are no coursework requirements.	There are three examinations for each of these A levels in May and June of year 13.  There are no coursework requirements for any A level mathematics subjects.		



# MATHEMATICS COURSES

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## Why Choose a Mathematics Subject?

*"Mathematics seems to endow one with something like a new sense." Charles Darwin*

You might be surprised just how attractive a mathematics qualification is to many employers, colleges and universities. Why do these people place such importance on Mathematics? The answer is that it really is true that mathematical skills are of genuine, practical use in almost every area of modern life. Employers and course providers know that a good Mathematics qualification is a strong indicator of the possession of highly desirable attributes. Mathematics and Further Mathematics are both listed as "facilitating subjects" in the "What Subjects Give you the Most Options" section of the Russell Group University produced "Informed Choices" booklet.

If you are considering studying any of the following subjects at degree level, you will find that **Mathematics A Level is either recommended or required:** Mathematics or Statistics; Engineering, any Science subject, especially those involving Physics and Chemistry, Computing, Accountancy, Economics, Psychology, Architecture, Medicine. **For some courses Further Mathematics is also specified as an essential or highly desirable qualification.** If you intend to go on to study University Mathematics, Physics or Engineering at the highest level then we would strongly recommend taking Further Mathematics.

**If you are considering studying any of these subjects beyond A Level, it is vital that you find out what the likely entry requirements for your chosen course are, and seek advice from the appropriate department.**

If you are planning to study Physics A level, you should normally take Maths, it is highly recommended that you also consider studying further mathematics. If you are considering doing Physics without doing Maths, please talk to your Science and Maths teachers.

If you don't know what you are going to do after school, you might still consider doing Mathematics as it is one of the most highly prized A levels which will provide you with a set of skills that are applicable to a huge variety of jobs and further study opportunities.

## MATHEMATICS AND FURTHER MATHEMATICS

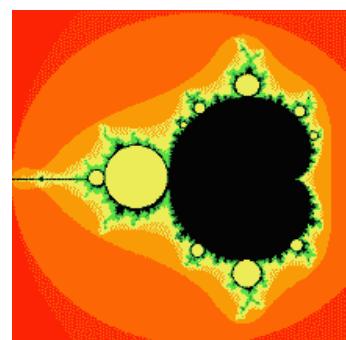
Students that have gained at least a Grade 6 at GCSE grade in Mathematics can go onto study AS and A level GCE courses in Mathematics.

We also offer Further Mathematics as an A level which must be taken with Mathematics. Both of these courses involve the study of Pure Mathematics together with the applications Statistics and Mechanics.

### Pure Mathematics

When studying Pure Mathematics you will be extending your knowledge of such topics as algebra and trigonometry as well as learning some new ideas such as calculus. If you enjoyed the challenge of problem solving at GCSE using such mathematical techniques, then you should find the prospect of studying Pure Mathematics very appealing.

Although many of the ideas you will meet in Pure Mathematics are interesting in their own right they also serve as an important foundation for other branches of Mathematics, especially Mechanics and Statistics.



# MATHEMATICS COURSES

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## Mechanics

While studying Mechanics you will learn how to model mathematically the motion of objects and how they respond to forces acting upon them, from cars in the street to satellites revolving around a planet. Many of the ideas you will meet in the course form an essential introduction to such important modern fields of study as cybernetics, robotics, biomechanics and sports science, as well as the more traditional areas of engineering and physics.

## Statistics

While studying Statistics you will learn how to analyse and summarise numerical data in order to arrive at conclusions about it. You will extend and build on the ideas of probability that you encountered at GCSE. Many of the ideas that you will meet in this course have applications in a wide range of other fields – from assessing what your car insurance is going to cost to how likely the earth is going to be hit by a comet in the next few years.

## FURTHER MATHEMATICS

You cannot take this course without also studying Mathematics A level. Students intending to study Mathematics at University you should definitely take Further Mathematics in order to give themselves the best chance of securing places on Mathematics courses and succeeding in them when they do. If you are considering studying other subjects with significant mathematical content such as Physics, Chemistry or Engineering at University then Further Mathematics is also highly recommended.

In Further Mathematics you will build on topics met in the ordinary Mathematics A level and introduce you to fundamental topics not included in A level Mathematics such as matrices and complex numbers. Studying Further Mathematics will boost your performance in ordinary Mathematics and it will also give you a significantly better base for study at University. Due to the way the Mathematics and Further Mathematics A levels support each other it is possible to take Further Mathematics alongside three other A level subjects. Historically we have students that have done this with great success and they have managed the additional workload more comfortably than students studying other combinations of four A levels.

Programme of Study	Content in Year 12 (AS)	Content in Year 13 (A Level)
Further Mathematics	Approximately half further pure topics, half applied (Mechanics and Statistics)	Approximately two thirds further pure topics, one third applied (Mechanics, and Statistics)

All examinations are at the end of the academic year.

## STATISTICS

*"The ability to take data - to be able to understand it, to process it, to extract value from it, to visualize it, to communicate, it's going to be a hugely important skill in the next decades." Google's Chief Economist Hal Varian*

Statistics is an increasingly important subject in our data rich society. It will help you to develop your ability to both to analyse and assess data and to evaluate the strengths and weaknesses of the statistical arguments of others. It is increasingly used in the workplace as a decision-making tool and as the quote above indicates, it is likely to become even more important in the future. In addition to Statistics being an interesting and useful subject in its own right, many subjects at A-level and degree level require the ability to use, apply and interpret statistical functions at a depth greater than that encountered at GCSE. Employers highly value the ability to analyse data and this qualification provides the skills in doing so.

Many of the ideas that you will meet in this course have applications in a wide range of other fields – from assessing what your car insurance is going to cost to how likely the earth is going to be hit by a comet in the next few years.

# MATHEMATICS COURSES

(continued)

Students studying or intending to study any one of the following in the Sixth Form or at university will find the study of Statistics beneficial:

Biology  
PE & Sports Studies  
Environmental Science

Geography  
Economics  
Sociology

Business Studies  
Psychology

**Please note that if you are considering studying Statistics at University, the Mathematics A Level may be a more suitable choice for you. Please speak to Dr Kilby for further advice.**

The emphasis of the Statistics Course is on using and applying statistics in real situations. You will learn how to analyse, summarise and interpret numerical data. Areas of study include:

- Interpretation of data
- Probability
- Population growth models
- Correlation
- Time series analysis and forecasting
- Hypothesis testing

There is virtually no algebra, beyond the substitution of numbers into formulas. You will be taught to use statistical tables and graphics calculators to quickly compute key statistics, as the emphasis is on the interpretation of statistics. If you see yourself as a relatively competent mathematician with sound organizational skills you will flourish on this course.

Statistics may be defined as “a body of methods for making wise decisions in the face of uncertainty.” W.A. Wallis

## CORE MATHS

Core Maths is a relatively new course for those who want to keep up their valuable maths skills but who are not planning on taking AS or A-level mathematics. At the end of the **one-year** course you will come out with a level 3 qualification—similar to an AS. The course is assessed by final examination.

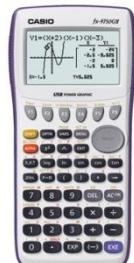
Core maths has been designed to maintain and develop real-life skills. What you study is not purely theoretical or abstract; it can be applied on a day-to-day basis in work, study, or life and the course will include financial maths and statistical elements. It will also help with other A-level subjects such as geography, business studies, psychology and economics.

### Calculators in Mathematics Courses Beyond GCSE

Both AS and A level mathematics require the use of calculators that have statistical functions that are not available on standard GCSE calculators. Students are therefore required to buy new calculators that meet these requirements. The current cheapest appropriate calculator is the Casio 991EX ClassWiz. These will be available through school for around £24.

However, examination regulations permit, and the exam boards encourage, students to use graphical calculators and we strongly encourage students to purchase one of these instead of the ClassWiz.

The Mathematics department sells the Casio fx-9750 GII at a reduced price of around £54. Other graphical calculators are available through school with prices up to around £84. **Students wishing to buy their own should consult the department before making a purchase as not all models are permitted in examinations.**



# MEDIA

## OCR CAMBRIDGE TECHNICAL DIPLOMA (TECHNICAL)

This is A Level 3 National Award which is the equivalent of two A Levels and is QCA accredited.

The focus of this course is to achieve technical excellence in as many fields related to the Media industry as possible. Only 3 of the 10 units are externally assessed in this qualification: every task counts, as the assessment is portfolio based. Candidates are judged to be either at a Distinction, Merit or Pass level across a range of specific objectives which focus upon making a range of Media products.



There are 5 units in the first year which will cover aspects of print, photography, emedia, video production and Media theory which is focused on industry practice. The first year of the course provides students with an A Level equivalent qualification (the Extended Certificate) which is then upGraded in the summer to the full diploma for the majority continuing into the second year. Therefore, there is a valuable opportunity available for candidates who want to take an A Level equivalent in a practical subject in one year.

The second year allows a wider choice; radio, animation, social media products, games design and a range of Media design units with the opportunity to do a work-based element in radio. There is also the Extended Diploma on offer in the second year for those wishing to take 3 A Level equivalents which is a popular specialised option.

It is a challenging and highly creative course, one that has proved popular with the students taking it because their technical expertise is stretched to the full - they are learning new things whilst using new software. It is vocational and students get out of it exactly what they put in and they are in control – the students decide what their projects are and what form the assessment takes in negotiation with their subject tutor. The portfolios prepare students for higher education, the Media industry and further technical degrees.



Students are asked for a £120 contribution towards this course. However, should this be an issue students are encouraged to apply for a Learner Support Bursary where financial assistance is available. This qualification is the equivalent of two 'A' levels and therefore can run alongside two other qualifications which may or may not directly feed into Media as a subject. Each application will be considered on its own merit; there may not be a series of examinations at the end of the course, but we shall be operating at full A Level standard throughout.

### Who is this course aimed at? Who is our target audience?

Someone:

You learn skills from different media industries and helps you figure out what pathway you chose in the future.

- Kaitlyn Onslow, Year 13

- With strong practical skills who has an enthusiasm for learning and acquiring new skills;
- With a clear vision of working in the Media industry in a directorial or technical capacity such as TV, photojournalism, sound mixing, movie editing, computer games and animation, etc;
- Who is seeking practical work experience in a Media related capacity;
- Who is interested in building a top-quality portfolio for university or job interviews;
- Wanting to be at the cutting edge of software development;
- Who previously would have left the college in order to study this type of qualification at a sixth form college elsewhere;
- Who would enjoy the challenge of working with staff from many subject areas in a new way

### SUBJECT SPECIFIC ENTRANCE REQUIREMENTS

GCSE English	4
GCSE Maths	
Subject Specific	



# MUSIC

## BTEC Level 3 Certificate/Subsidiary Diploma in Music (Performing)

The BTEC Certificate/Subsidiary Diploma in Music (Performing) provides learners with a programme of learning in Music focused specifically on performance. It will give you an understanding of the vital skills needed to start a professional career or to move onto further study and an insight into the employment opportunities available.

### Qualification Structure

**The course consists of two years:**

**YEAR 1:** During the first year students will study one compulsory core unit plus a choice of a further two units from a range of specialist areas. At the end of the first year students can either leave the course with the **Level 3 BTEC Certificate in Music (Performing)** or go on to complete a second year. The units currently included in the first year of the course are:

Music Performance Techniques
Working and Developing as a Musical Ensemble
Singing Techniques and Performance OR Music Research Project

**YEAR 2:** The second year consists of one compulsory unit and two further units from a range of specialist areas. After two years students are awarded the **Level 3 BTEC Subsidiary Diploma in Music (Performing)**. The units currently studied in the second year of this course are:

Community Music
Solo Performance
Music Project (performance event organisation)

The focus of this qualification is to provide students with the opportunity to specialise in musical performance and specific areas within this, such as improvisation, singing or theatrical performance.

### Where will this qualification take me?

#### **Employment opportunities:**

With the international recognition of BTEC courses such as this, you can progress straight into employment. If successful there is a wide variety of prospective careers that you can explore, for example: a popular musician, classical musician or theatrical performer.

#### **Further vocational and academic qualifications:**

The Level 3 Certificate has the equivalence of one AS Level and the Subsidiary Diploma has the equivalence of one A Level. It is possible for you to progress further into higher education, as Level 3 BTEC qualifications give UCAS points for university applications.

### **SUBJECT SPECIFIC ENTRANCE REQUIREMENTS**

GCSE English	
GCSE Maths	
Subject Specific	Grade 5 in GCSE Music or Grade 4 practical on your instrument or voice or interview/audition with the Subject Leader for Music

***It is also recommended that students take individual singing/instrumental lessons on their chosen instrument.***

# PHILOSOPHY

## AQA – A LEVEL



This challenging course in Philosophy is composed of two complementary modules in each year of study. In Year 12, students study Epistemology and Ethics and in Year 13 the course will cover Philosophy of Religion and the Philosophy of Mind. These modules provide students with a wide range of challenging ideas, complex arguments and the opportunity to explore the most significant and fascinating traditions of thought known to mankind.

Students will develop and refine a range of transferable skills, such as the ability to ask penetrating questions, to analyse and evaluate the arguments of others and to present their own arguments clearly and logically.

This course in pure philosophy complements all other AS courses and is highly valued as a rigorous academic subject by employers and universities. It is an ideal course for those wanting to further their study of humanities, law and social science subjects as well as an excellent alternative addition to the CV of those studying a concentration of mathematics and science A-levels.

**The minimum entry requirement for this subject is Grade 6 in English Language and a Grade 5 in Maths**

*If there is one A-level curriculum that symbolises excellence and intellectual rigour in secondary education, it is AQA's course in philosophy. During the past couple of years, I've had the privilege of meeting and talking to groups of A-level students whose lives have been profoundly influenced by their study of philosophy. Some of them, who had little notion about what to expect from their course, told me the experience of studying philosophy had, for the first time, made them aware of the fact that ideas actually matter. This is a course that raises some of the fundamental existential questions of our times. It explores themes such as free will and determinism and provides students with a sound grounding in the main traditions of western philosophy.*

Frank Furedi, emeritus professor of sociology, University of Kent

Formal assessment takes place in the summer term of the final year of study in the form of two three hour written papers each covering two units. Questions escalate in weighting throughout the paper (3 mark, 5 mark, 12 mark, 25 mark). Considerable time is spent throughout the year learning the success criteria and building the necessary knowledge and skills to engage with practice questions.

Paper 1	Paper 2
1 x Exam (3 hours) Covering 'Epistemology' & 'Ethics'	1 Exam (3 hours) Covering 'Philosophy of Religion' & 'Philosophy of Mind'

The department is renowned for using a wide variety of teaching methods and encouraging full involvement from all students – we provide a weekend long revision retreat in Year 13, as well as opportunities to visit Philosophy conferences and study trips.

We provide a high level of formative feedback on all work and work closely with students to develop their full potential through the use of Personal Learning checklists and online study support.

### Why study it?

**'The unexamined life is not worth living' - Socrates**

Studying philosophy is like a 'work out' for your brain. The study of philosophy develops an inquiring mind, the ability to analyse a point of view, the ability to develop and reason through an argument and the ability to reach a logical and justified conclusion. It not only looks great on UCAS applications, but it is also fun and the skills you learn will help you with the other subjects that you study.

# PHILOSOPHY

(continued)

## What will I study?

- **Epistemology (Year 12)** – This unit is a philosophical investigation into the nature of knowledge. What can we know? How do we perceive the world? What are ideas? Can I trust my experience of ‘reality’? Philosophers have attempted to address these questions over the centuries. You will study their theories of knowledge, engage in debate and discussion and decide for yourself which theories are the most effective at providing a model for what knowledge is and how we come to ‘know’.
- **Ethics (Year 12)** - In this unit we attempt to answer questions such as “are all ethical decisions relative” and “do the ends justify the means?” We focus, for example, on the approach of Utilitarianism, the greatest good for the greatest number. In contrast, we consider whether some actions or attitudes are right or wrong in themselves and look at absolutist ethics such as Kant’s ‘Categorical Imperative’ as a method of defining right and wrong.
- **Philosophy of Religion (Year 13)** - This unit begins by examining the idea of God and engages in a critical discussion of how believable such a concept is, if at all. We then move on to study the traditional arguments for the existence of God and the philosophical criticisms of these arguments. We look at the problem of evil and the responses to it before finishing the course with a debate on whether religious language is meaningful.
- **Philosophy of Mind (Year 13)** – This unit is a study of the nature of self. Through an investigation into the mind-body problem, students will ask, what is the relationship between the mental and the physical? The question as to whether mind and body are separate has been the source of some of the greatest philosophical enquiries of all time. Descartes famous proposition, *I think, therefore I am*, comes under scrutiny and we will study contemporary ideas in philosophy such as the potential personhood of zombies.
- **Is it for me?** If you enjoy debating, discussing and exploring ideas about God, the nature of ideas and the universe as well as searching for answers to difficult moral and ethical questions then A-level Philosophy is for you. The A-level course is **not a continuation of religious education**, and although one of the units is focused purely on the philosophy of religion, it is a new subject for you to consider as a new direction of study that is quite distinct from RE.

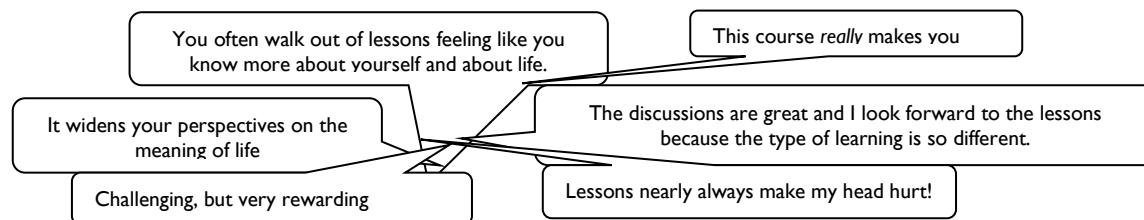


Although there are very few ‘right’ answers on this course, only ideas and arguments, there is a clear focus on logic and reason. You must be prepared to debate the issues, build arguments and justify your conclusions both verbally and in your written communication.

## Is it difficult?

We'd prefer to call it challenging, but yes **it is very difficult**. The ideas you will study take time and effort to understand and to be able to write about but you will surprise yourself at how much progress you will make and how much you will enjoy it.

## Comments about the subject from previous students:



## SUBJECT SPECIFIC ENTRANCE REQUIREMENTS

GCSE English	6
GCSE Maths	5
Subject Specific	

# **ART & DESIGN (PHOTOGRAPHY)**

## **AQA – A LEVEL**

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### **What is Photography?**

Photography is the science, art and practice of creating images by recording light, either by means of an image sensor, or chemically by means of a light-sensitive material such as photographic film .

The main purpose of any course in photography is to develop your ability to appreciate the visual world, respond in a personal and creative way and perhaps even contribute for the benefit of everyone.

### **Why choose Photography?**

This is a successful well-established subject in the sixth form curriculum and the results have been excellent.

There are many reasons for choosing Photography.

- You may wish to undertake further studies in Photography, usually at Art College or Further Education.
- You are looking to take up careers for which a photography background is relevant. These might include advertising, publishing, architecture, museums, or art gallery work.
- You have an interest in and aptitude for the subject, but who do not intend to take the subject beyond this level.



The skills you will develop will be varied.

The Key Skill of communication is integral to the study of photography and will be assessed as specified in the mark scheme. This involves, amongst other skills, the ability to:

- Summarise the information found in many different types of sources - e.g. books, photographs, museums, galleries, the Internet and animations;
- Use accurate and relevant information in the best format for the piece of work you are doing;
- Make sure that written work is legible and that its meaning is clear;
- Choose suitable images to illustrate your ideas clearly.

### **What kind of student is this course suitable for?**

The best foundation for success at A Level Photography is at least GCSE Grade 5 in Art or Photography. You may be creative but this course is not an easy option and you should be prepared to work hard at developing your abilities. You will also need to be prepared to study, discuss and write about other photographers and their work. If you would like to discuss requirements further please talk to the Subject Leader for Art and Design and your Photography Teacher.

We follow the AQA examination Photography at A Level. The course will include chemical film and digital photography as well as animation. You will show a developing understanding of how to take photographs, develop film and print film prints.

This course would appeal to student who:

- Would like to develop a working knowledge of materials, practices and technology within photography
- Would like to develop your skills to interpret and convey your ideas and feelings using photography.
- Would like to develop your imaginative and creative powers and your experimental, analytical and documenting skills.
- You would also like to develop a specialist vocabulary and the knowledge and understanding of the place of photography in history and in contemporary society.

# **ART & DESIGN (PHOTOGRAPHY)**

(continued)

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**What are the main modules you would study and how is this course assessed?**

**A Level**

<b>Component 1: Personal Investigation</b>	<b>60% of A Level</b>
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The emphasis of this component will be on the development and understanding of skills using a range of materials, processes and techniques. This will include film photography, digital photography and experimental photography. This work will ultimately lead to a final personal project. In this project you must show among other evidence, how you have explored your use of photographic technique, processes, records of your ideas and thoughts, collections of visually exciting and stimulating materials and the development of your own ideas.

You will develop work for a personal investigation into an idea, issue, concept or theme supported by written material of 1,000 – 3,000 words. You are required to submit a final piece (or pieces) which must be accompanied by preliminary studies, photo shoots and evaluations, experimental work and critical studies.

<b>Component 2: Externally Set Assignment (A Level)</b>	<b>40% of A Level</b>
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The question paper will consist of a choice of 8 themes. You select one theme to use as a starting point to develop your ideas. You will be given a preparation period, during which time you can discuss your work with your teachers. You will need to produce preparatory work including photo shots, visual research analysis and experimentation.

The externally set task culminates in a fifteen-hour timed examination of 15 hours.

**What comes next?**

There are many careers in photography, animation and film. Most of these require further study at an Art College, Further Education College or University. If you are unsure about whether to make a career of the subject the best thing to do is to speak to your Photography teacher who will know about the courses on offer in your area or elsewhere.

At present most students wishing to take Photography further will go on to do a one year 'Foundation' Course at an Art College or College of Further Education before applying to Degree courses in more specialist areas of Art and Design. You may wish to do Photography A Level for its own sake, perhaps to form the basis of a future interest or as part of a range of other subjects. Alternatively, you might wish to go into a job where it is useful to have had experience of photography, or where you will need to use some of the skills developed during this course. These might include careers in such fields as advertising, marketing, design and the media.

Students are asked for a £150 contribution towards this course and will be required to have their own digital camera and encouraged to purchase a second-hand manual camera. However, should this be an issue students can apply for a Learner Support Bursary where financial assistance is available.

**What are the course codes?**

A Level: Component 1:7206/C      Component 2:7206/X

## **SUBJECT SPECIFIC ENTRANCE REQUIREMENTS**

GCSE English	5
GCSE Maths	
Subject Specific	GCSE Art or Photography - 6

**Why study PE?**

The breadth of subjects incorporated into A Level PE is what makes this choice unique. Students learn and apply knowledge, theories and skills from biology, history, sociology and psychology to an array of practical sporting contexts. This course enables students to gain a greater understanding of themselves as individuals and helps them to enhance their own experiences as performers on and off the field of play. From amateurs to professionals, recreational to elite, local clubs to national teams, students learn to apply their knowledge of sport across the full spectrum of participation levels.

**What do I need to know before taking this course?**

A Level PE is an academic course that has practical components. Students will participate in their chosen sport and will be assessed in this; the Grade will contribute towards a final examination result. Students taking this course must therefore be regular and active participants and be playing at least club standard in their chosen activity. A passion for sport is paramount and students must also be playing regular club sport.

**What areas will be studied?**

There are 2 papers that will be sat at the end of the course; each worth 35%.

The NEA (Non-Examined Assessment) is worth 30%. This is made up of 15% practical performance and 15% written coursework.

**Paper 1 Factors affecting participation in physical activity and sport**

This is a written exam lasting 2 hours. It is worth 84 marks which is 35% of the A Level. The exam comprises of a selection of multiple choice, short answers and extended writing questions worth 8 and 15 marks.

Section A: Applied physiology

Section B: Skill acquisition

Section C: Sport in society

**Paper 2 Factors affecting optimal performance in physical activity and sport**

This is a written exam lasting 2 hours. It is out of 84 marks which is worth 35% of the total A Level. The exam comprises of a selection of multiple choice, short answers and extended writing worth 8 and 15 marks.

Section A: Exercise Physiology and Biomechanics

Section B: Sport Psychology

Section C: Sport and Society and Technology in Sport

**NEA/ Practical Assessment:**

Students can be assessed as a performer or coach in the full sided version of one activity. This also includes a written/ analysis of a performance.

This is out of 90 marks and is worth 30% of the A Level. It is assessed internally and moderated externally.

# **PE**

(continued)

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The qualification aims to equip students with skills and knowledge required for higher education or the world of work. The content is highly scientific and has cross-over with A Level Biology, Chemistry and Physics as well as A Level Psychology. It addresses contemporary topics in sport, such as the impact in the use of ergogenic aids, technology and the increasing commercialisation of sport.

## **What can studying A Level PE lead to?**

The knowledge, skills and understanding acquired during this course can lead students to a variety of university courses or careers. This includes studying Sports Science, Sport Education and Coaching, Physiotherapy, PE teaching, working with a National Governing Body, working in Healthcare, Sports Media, Sports Psychology, Nutrition and many, many more.



**Students are able to bring the course to life through workshops at Exeter Chiefs and Marjons University.**

## **SUBJECT SPECIFIC ENTRANCE REQUIREMENTS**

GCSE English	5
GCSE Maths	5
Subject Specific	GCSE PE – 6 or GCSE Science – 6 x 2

# **PHYSICS**

## **OCR – A LEVEL**

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### **What is Physics?**

Physics is arguably the most basic of the Natural Sciences. It is the foundation science that underpins the other science, technological and engineering disciplines.

Physics helps us to understand how our world works, from the smallest particles to great clusters of galaxies beyond our imagination.

In Physics we examine how energy and matter interact and develop rules which can be applied to gain a deeper understanding of our universe.

### **Why Choose Physics?**

Physics requires students to think logically in order to get to the main point in solving problems. It is a challenging subject and it lends itself to applications in many different situations where clear uncluttered thinking is required. By studying Physics you should be able to develop skills, techniques and a knowledge base that will serve you well in a wide range of careers including medicine, space exploration, satellite technology, any form of engineering, sports technology and music technology – the list is endless!

A Level Physics is a qualification that employers and Higher Education establishments value greatly and makes an excellent partner to Mathematics, Chemistry, Biology and Technology.

### **What kind of student is this course suitable for?**

Are you:

- Fascinated with the big questions about the universe and the particles that make it?
- Stimulated by both theoretical and practical problems?
- Competent at maths?

Do you:

- Enjoy a challenge?
- Want to understand and contribute to our increasingly technological society?
- Value keeping your career options open?

All students taking Physics in Year 12 will have achieved at least GCSE Grade 6 in Science and Additional Science and at least Grade 6 in Mathematics.

A considerable amount of personal responsibility is placed on the students to organize their own studies. There is a great deal of practical work and students are expected to write these up at home in addition to expanding their notes and attempting questions.

### **What are the main modules you would study?**

The course is taught in a total of six modules, four in Year 12 and two in Year 13.

Assessment is in two parts:

Modules 1-4: assessed at the end of Year 12

Modules 1-6: assessed at the end of Year 13

# **PHYSICS**

(continued)

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## **Year 12**

Module 1: Development of practical skills in physics

Module 2: Foundations of Physics

Module 3: Forces and Motion

Module 4: Electrons, waves and photons

The practical skills are assessed throughout the course.

## **Year 13**

Module 5: Newtonian World and Astrophysics

Module 6: Particles and Medical Physics

The practical skills are assessed throughout the course.

### **How is the course assessed?**

There are 3 A Level exam papers, 2 of them 2hr15 in duration and 1 of 1hr30. Papers 1 and 2 have 100 marks, with section A containing 15 multiple choice questions and section B containing 85 marks of structured and extended response answers. Paper 3 is a synoptic paper containing 70 marks of questions covering ALL elements of the course.

### **What comes next ?**

Employers actively seek out people who can prove their ability to think logically and creatively, understand complex ideas and apply them to the real world.

Whether you want to pursue a career in Science, the Media, Education, Business or a host of other fields, Physics can give you the edge.

The applications, like the career opportunities, are infinite.

Physics is recognised as a facilitating subject by some leading universities.

Informed Choices: <http://www.russellgroup.ac.uk/informed-choices>

### **SUBJECT SPECIFIC ENTRANCE REQUIREMENTS**

GCSE English	
GCSE Maths	6
Subject Specific	GCSE Science x 2 - 6

# **PRODUCT DESIGN**

## **AQA – A LEVEL**

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This is a design course which follows on from the GCSE Design and Technology courses. This creative and thought-provoking qualification gives students the practical skills, theoretical knowledge and confidence to succeed in a number of careers. Especially those in the creative industries. They will investigate historical, social, cultural, environmental and economic influences on design and technology, whilst enjoying opportunities to put their learning in to practice by producing products of their choice. Students will gain a real understanding of what it means to be a designer, alongside the knowledge and skills sought by higher education and employers

This course aims to encourage students to...

- be open to taking design risks, showing innovation and enterprise whilst considering their role as responsible designers and citizens
- develop intellectual curiosity about the design and manufacture of products and systems, and their impact on daily life and the wider world
- work collaboratively to develop and refine their ideas, responding to feedback from users, peers and expert practitioners
- gain an insight into the creative, engineering and/or manufacturing industries
- develop the capacity to think creatively, innovatively and critically through focused research and the exploration of design opportunities arising from the needs, wants and values of users and clients
- develop knowledge and experience of real-world contexts for design and technological activity
- develop an in-depth knowledge and understanding of materials, components and processes associated with the creation of products that can be tested and evaluated in use
- be able to make informed design decisions through an in-depth understanding of the management and development of taking a design through to a prototype/product
- be able to create and analyse a design concept and use a range of skills and knowledge from other subject areas, including maths and science, to inform decisions in design and the application or development of technology
- be able to work safely and skillfully to produce high-quality prototypes/products
- have a critical understanding of the wider influences on design and technology, including cultural, economic, environmental, historical and social factors
- develop the ability to draw on and apply a range of skills and knowledge from other subject areas,

**What are the main modules you would study?**

### **Year 12**

Unit 1 - Materials, Components and Application.

The questions test the students' knowledge and understanding of different materials and components; their working properties and how they are shaped, joined and manipulated in both the workshop and in industry, as well as design and market influences. The paper consists of three sections: (a) contains compulsory limited response questions, (b) offers a choice and (c) contains one compulsory question. This is taught alongside the Unit 2 projects with theory sessions reinforced by industrial visits and practice exam questions throughout the year.

Unit 2: Non-exam assessment Learning Through Designing and Making. This is the practical application of technical principles, designing and making principles and specialist knowledge. It's assessed by a single design and make project with a context set by AQA.

# PRODUCT DESIGN

(continued)

## Year 13

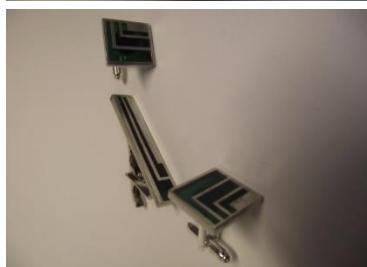
It is made up of paper 1 & 2, each 2hrs and making up 50% of the course and a longer Non-examined coursework unit of 45 hrs making up the final 50%.

Paper 1: This assesses the Core technical principles and core designing and making principles in a 2 hour written paper marked out of 100 marks. It is worth 25% of the A Level. The questions are a mixture of short answer, multiple choice and extended response.

Paper 2: Assesses Specialist knowledge, technical and designing and making principles, assessed by a 2hr written exam. It makes up the other 25% of the A Level. The questions are a mixture of short answer, multiple choice and extended response questions. Section A: is Product Analysis with up to 6 short answer questions based on visual stimulus of product(s). Section B focuses on commercial manufacture, with a mixture of short and extended response questions.

Paper 3 -The Non-exam assessment (coursework) element assesses the practical application of technical principles, designing and making principles and specialist knowledge. The context for the task is set by AQA and students set a brief appropriate to the context. It is assessed by a substantial design and make task to take no more than 45 hours. It is marked out of 100 and contributes to 50% of the A Level. The evidence can be a written or digital design portfolio with photographic evidence of final prototype. A maximum of 45 pages is recommended.

The structure of this new course is such that students are given regular opportunities to try new skills, make mistakes and to practice exam questions to build up their experience and knowledge in advance of the exams. This is an exciting course which could lead to Product Design, Industrial Design, Engineering and Design Degree courses, apprenticeships or simply to develop skills for employment. It will also support Art/Graphics/ICT/Marketing/Media & Business courses.



For more information, or if you have any questions, please contact Mr Luckhurst, Head of Design Technology:  
[luckhurst.m@kingsbridgecollege.org.uk](mailto:luckhurst.m@kingsbridgecollege.org.uk)

## SUBJECT SPECIFIC ENTRANCE REQUIREMENTS

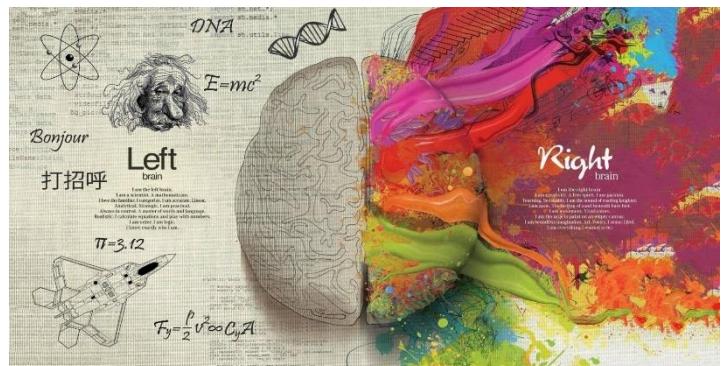
GCSE English	4
GCSE Maths	
Subject Specific	GCSE Product Design, Resistant Materials, Graphic Products - C

# PSYCHOLOGY

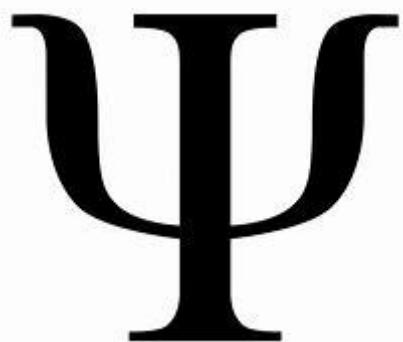
## AQA – A LEVEL

### What is Psychology?

Psychology is a science and it may be defined as *the scientific study of the mind and behaviour*. Psychology aims to explain, predict and (where appropriate) change or control behaviour. Psychologists offer many different explanations for human behaviour focussing on different aspects of individual experience! *What we are made of and how we evolved, what we feel, what we do and what we think*. We will study theoretical explanations and real life applications based on research evidence.



### Why Choose Psychology?



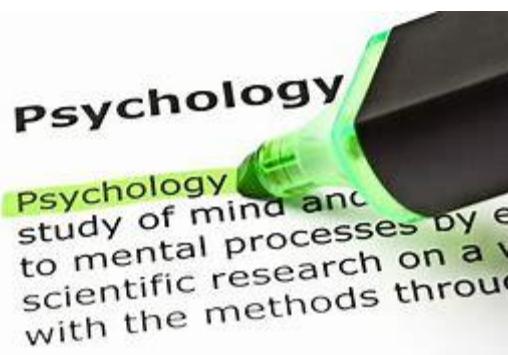
The study of the Psychology offers many opportunities to develop students' understanding of spiritual, moral and cultural issues. Through the study of Psychology students learn of the responsibilities we have towards each other as social animals. Social and scientific integrity must be demonstrated. The cultural perspective in the specification allows candidates to appreciate Psychology's global perspective. The relevance of the mind and body linking together is demonstrated throughout the specification.

Psychology combines well with the natural sciences, particularly with Biology. It also complements subjects such as: Physical Education, English, History, Philosophy, Art, Media Studies, Sociology and Business.

### What kind of student is this course suitable for?

The course will appeal to those students who:

- have an interest in what makes people 'tick'
- want to go beyond 'common sense' explanations
- enjoy studying a subject that is relevant to their own lives and experiences
- enjoy a scientific approach
- are willing to consider evidence critically
- want to broaden their studies to include a social science
- want to keep their options open for higher education and careers



# **PSYCHOLOGY**

(continued)

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## **What are the main modules you would study?**

Paper One:

- Social Influence (Conformity & obedience)
- Cognition (Memory)
- Developmental Psychology (Attachment)
- Psychopathology (Abnormality)

Paper Two:

- Approaches in Psychology
- Research Methods
- Biological Psychology (Stress)
- Issues and debates within Psychology

Paper Three:

- Gender
- Stress
- Aggression

## **How is the course assessed?**

The A Level exam papers are 2 hours each in duration (multiple choice, short answer and extended writing questions). Each exam is worth 33.3% of the A Level qualification.

Assessment in A Level Psychology includes questions that allow students to demonstrate their ability to draw together their skills, knowledge and understanding from across the full course of study and provide extended responses to allow students to demonstrate their ability to construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured. The A Level is 100% exam.

## **What comes next?**

Some A Level Psychology students choose to study Psychology at University. Universities will receive about 70,000 applications this year from students wanting to study for a degree in Psychology. It is an extremely popular subject and for good reason. We are all interested in people! We spend much of our time thinking and talking about why people behave as they do. This is an opportunity to gain a scientific insight into the human mind and behaviour. After graduating some students embark on careers in Psychology. Opportunities include: Forensic Psychology, Sports Psychology, Occupational Psychology, Clinical Psychology, Educational Psychology and Teaching.

Students are in no way limited to pursuing Psychology degrees, some A Level Psychology students go on to take further and higher education courses in subjects as diverse as: Law, Philosophy, Sports Studies, Veterinary Science, Medicine, Nursing, Youth and Community Studies and Politics.

Employment opportunities exist in Business, Government, Armed Forces, Law Enforcement, Prison Service, and Health.

## **SUBJECT SPECIFIC ENTRANCE REQUIREMENTS**

GCSE English	5
GCSE Maths	5
Subject Specific	GCSE Science x 2 - 5

## **What are the course codes?**

A Level:      AQA 7182 and QAN 601/4838/X

# **LEVEL 2 PATHWAY**

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## **PROGRAMME OPTIONS**

There are no specific entry requirements for Work-based learning programmes, and this programme can be accessed in Year 12 or Year 13 as a support programme for students who would benefit from some vocational experience, focused learning from a local work placement and increased guided learning hours on their timetable.

It is usually complimentary to another subject/s and retakes of English and Maths. The student must have enough commitment and interest to sustain time in industry over the academic year to learn the skills and tasks appropriate to the organization and relevant to the portfolio demands. The delivery is in weekly sessions delivered by a professional external trainer and Assessor whom we have been working alongside with proven success over the past decade.

In order to be registered students must demonstrate the ability to sustain a workplace for a minimum of 4 consecutive weeks, alongside a Level of performance and commitment acceptable to the employer and the awarding body. We have to consider the ability of the student to sustain an independence in the workplace.

These are nationally recognised qualifications based on evidencing practical skills and competency in the workplace and have proved to be a valuable and appropriate skillset relevant to the local labour market. Students are given credit for what they are able to achieve in their chosen area of work. The ethos of the programme allows the student to develop their maturity and confidence before progressing within Kingsbridge Community College, Further Education college or employment.

The Level 2 programmes are normally one academic year, but can be flexible according to the student's personal progression.

The timetable is structured to suit workplace requirements and the individual needs of the student. There is a strong focus on advice and guidance to ensure that the student reaches his/her full potential and is made fully aware of all the options.

There are opportunities to be involved in the Sixth Form College extra curriculum and social activities, as well as all students participating in the tutorial and enrichment programmes on offer. In some cases, a student may also follow another subject at A/S level – this is dependent upon ability, the timetable and placement demands.

## **WORKBASED LEARNING AREAS**

- Workskills Level 2
- Customer Service Level 2
- Business Administration Level 2
- Retail and Warehousing Level 2

There are other work-based learning qualifications available and students are invited to let us know their other areas of interest. There are also short courses and visits offered which complement the subject, and are offered to students as they progress.

## **WORKSKILLS LEVEL 2**

### **BTEC Level 2 Awards, Certificate, Extended Certificate and Diploma in Workskills (QCF)**

These qualifications have been developed to ensure that the knowledge, skills and understanding they provide are relevant, current and useful for learners and potential employers. The qualifications have been designed to support employability and offer learners a flexible, relevant course to improve understanding and application of work-based skills. It has a generic suitability for all workplace sectors, and can be adapted accordingly to enable student relevance.

The weekly workshops are delivered as part of the timetable, alongside another subject/retakes Maths and English and negotiated sessions in a relevant workplace.

# **LEVEL 2 PATHWAY**

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Areas that are covered:

- **Developing a CV**
- **Applying for jobs**
- **Managing your money**
- **Working as part of a team**
- **Careers advice**
- **Planning your development**
- **Interview skills**

On completion of this qualification, learners have the opportunity to progress to related general and/or vocational qualifications, employment with training or a college course.

## **CUSTOMER SERVICE LEVEL 2**

### **What is Customer Service?**

Customer Service is at the heart of all retail and service industries. It is the single most important factor that influences people in their choices and is now recognised as an important skill for many young people entering employment.

### **Why Choose Customer Service?**

This course is a suitable grounding for any student working or considering working in any retail or hospitality setting as well a business environment.

You will learn the principles of customer service, basic business structure and branding within organizations. You will also learn communication skills and how to deal with customer queries and issues.

### **What kind of student is this course suitable for?**

The student will need to have the desire to work with the public, either face to face, or over the telephone, sorting out customer queries and problems. You will need to have direct interaction with customers i.e. retail, reception, front of house position in order to comply with the criteria.

There are no formal entry requirements for level 2 and you will be offered a place following a successful interview and subject to a trial period in an appropriate setting.

The student must demonstrate the ability to sustain a workplace for a minimum of four weeks alongside performance and commitment acceptable to the placement and awarding body.

### **What are the main units you would study?**

#### **Compulsory Units**

- Deliver customer service
- Understand customers
- Principles of customer service
- Understand employer organisations
- Manage personal performance and development

## **LEVEL 2 PATHWAY**

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### **Optional Unit examples**

- Communication with customers
- Dealing and making telephone calls
- Promoting additional products and services
- Process information about customers
- Social media and customer
- Resolving customer complaints

### **How is the course assessed?**

You will attend placement in a suitable setting but this must have DIRECT FACE TO FACE contact with the public and an element of self confidence in this role. Assessment takes place by observation, and portfolio completion proven by coursework, professional discussion, questioning, witness testimony and reflective account. You will be assigned an external assessor who will support and supervise your portfolio requirements and workplace activities.

This programme is a one-year course and is on offer to Year 12 and Year 13 students to gain experience and a qualification in the workplace alongside another subject.

## **BUSINESS ADMINISTRATION LEVEL 2**

### **What is Business Administration?**

Administrators need a broad range of skills to work efficiently and to help increase business productivity in many organisations. The qualification focuses on many skills required in this environment including office and administration skills, customer-handling, technical and practical skills, oral communication and Information Technology.

### **Why Choose Business Administration?**

This course is a suitable grounding for any student working or considering working in any business environment, and it also involves some customer relationship skills.

You will learn to manage customer relations, diary systems, logistics, research and store information and records. You can also learn to use a range of software in the preparation and storing of documents and information. You will also gain knowledge about industries, business structure, different types of communication and business branding.

## **LEVEL 2 PATHWAY**

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### **What kind of student is this course suitable for?**

The student will need to have the desire to work within a business environment. This can vary from various secretarial or administrative roles such as medical, legal, office, commercial or public sector areas. Other roles include Personal Assistants, Project leaders and Executive Administrators.

There are no formal entry requirements for level 2 and you will be offered a place following a successful interview and subject to a trial period in an appropriate setting.

The student must demonstrate the ability to sustain a workplace for a minimum of four weeks alongside performance and commitment acceptable to the placement and awarding body.

### **What are the main units you would study?**

#### Compulsory Units

- Communication in a Business Environment
- Understand Employer Organisations
- Principles of Providing Administrative Services
- Principles of Business Document, Production and Information Management
- Manage Personal Performance and Development
- Develop Working Relationships with colleagues

#### Optional Unit examples

- Handling mail, process and systems
- Reception services
- Organising an event
- Employee Rights
- Meeting support

### **How is the course assessed?**

You will attend placement in a suitable setting that will offer practice skills of the given units. Assessment takes place by observation, and portfolio completion proven by coursework, professional discussion, questioning, witness testimony and reflective account. You will be assigned an external assessor who will support and supervise your portfolio requirements and workplace activities.

This programme is a one-year course and is on offer to Year 12 and Year 13 students to gain experience and a qualification in the workplace alongside another subject

## **RETAIL OPERATIONS LEVEL 2**

### **What is Retail/Warehousing?**

This focuses on the operations, process, assembly, branding and display of any distributor or outlet of the retail industry.

## **LEVEL 2 PATHWAY**

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### **Why Choose Retail/Warehousing?**

This course is a suitable grounding for any student working or considering working in any retail, including supermarkets, or warehouse environment. This can prepare you for employment or further training in any retail outlet including supermarkets. The programme also has units developing customer relations skills.

What kind of student is this course suitable for?

The student will need to have the desire to work within a retail environment. This can vary from any retail outlet, high street shop, Supermarket, cashier operator, post office, and warehouse outlets.

There are no formal entry requirements for level 2 and you will be offered a place following a successful interview and subject to a trial period in an appropriate setting.

The student must demonstrate the ability to sustain a workplace for a minimum of four weeks alongside performance and commitment acceptable to the placement and awarding body.

### **What are the main units you would study?**

#### **Compulsory Unit**

- Work effectively in a retail team

#### **Optional Unit examples**

- Receive goods and materials
- Keeping stock on sale at required levels
- Process customer orders for goods
- Process returned goods
- Assemble products for display
- Help customers to choose products
- Carry out a promotional campaign
- Process payments

### **How is the course assessed?**

You will attend placement in a suitable setting to fit with your timetable. Assessment takes place by observation, and portfolio completion proven by coursework, professional discussion, questioning, witness testimony and reflective ac.

You will be assigned an external assessor who will support and supervise your portfolio requirements and workplace activities.

This programme is a one-year course and is on offer to Year 12 and Year 13 students to gain experience and a qualification in the workplace alongside another subject.

Please make contact to discuss any of the above qualifications -

Work Based Learning: Mrs Sarah Burnett [sarah.burnett@kingsbridgecollege.org.uk](mailto:sarah.burnett@kingsbridgecollege.org.uk)  
Tel; 07968710622

# WHICH WAY NOW?

## **Research Form:**

The aim of this session is for you to carry out in depth research into the subjects you are interested in studying in the Sixth Form.

You need to complete this form and discuss your findings with your parents before you complete your Sixth Form Choices.

## **My future plans / possible future jobs include:-**

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## **I am interested in the following subjects:-**

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## **Use the Subject Choice Booklet to prepare for the Year 11 Transition Day**

SUBJECT	ENTRY REQUIREMENT	THINGS ABOUT THE COURSE THAT I LIKE	QUESTIONS I NEED TO ASK

**Kingsbridge Community College**  
**DRAFT SIXTH FORM OPTION BLOCKS 2020**

Level 2 Pathway	Level 3 – Year 13				Additional / Enrichment
	A	B	C	D	
Customer Service	Biology Chemistry Geography Applied IT Maths Media Diploma (1) PE Sport Psychology Product Design	Biology Applied Business Chemistry Computer Science Drama History Maths Photography Triple Media Diploma	Art & Design Applied Science Chemistry Geography Maths Media Diploma (2) Philosophy Physics	Biology English Lang/Lit Further Maths Geography History Media Diploma (1 & 2) Photography Physics Psychology	
Business Administration					
Retail & Warehousing					
Workskills					
Level 3 – Year 12					
	Art & Design Biology Applied Business Chemistry French Geography History Media Diploma (1) Physics	Applied Science Biology English Lang/Lit Geography Maths Media Diploma (1 & 2) Music Performance Physics Psychology	Biology History Applied IT Maths Media Diploma (2) Photography Product Design Psychology	Chemistry (2) Drama Maths PE Philosophy	GCSE English Resit GCSE Maths Resit EPQ Core Maths Film Studies
	Study	Study	Study	Study	