



Banbury Aspirations Campus **Sixth Form**

*‘Our Community...Our Responsibility...
Our Future’*

**Welcome to Banbury Aspirations Campus
Sixth Form.**



Sixth Form Information Booklet
Prospectus 2021

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Introduction from Head of Banbury Aspirations Campus Sixth form

Carly Berry

'Our Community...Our Responsibility... Our Future'

Welcome to Banbury Aspirations Campus Sixth Form.

Banbury Aspirations Campus Sixth Form is a vibrant community, where ambitious students strive for success in all they do. All of the work that we do is underpinned by the values of the Guiding Principles of The Aspiration Academies Trust, these being: Self Worth, Engagement and Purpose.

Our sixth form is a strong, friendly community where all students are happy and successful. Our students are motivated, ambitious and have a real love of learning. We are incredibly proud of our students many achievements, including our outstanding examination results. Our sixth form is a true learning community, where students further develop their love of the subjects they have chosen to specialise in. We also ensure that students have a range of opportunities to develop skills that complement their academic success. These opportunities include the Aspirations Employability Diploma, work experience, leadership, community outreach work and a range of cultural trips and visits.

Developing ourselves as leaders of our own learning and lives and becoming role models within our community is also key to all we do. All sixth formers take an active leadership role within sixth form and in the wider community of the school. We value the importance of academic achievement and the development of all the skills and qualities needed for successful adult life. At Banbury Aspirations Campus Sixth Form, we are proud of our sixth form curriculum offer. Please find details of our two year Curriculum Programme on the following pages, along with information about The Aspirations Employability Diploma, Extended Project Qualification, Sixth Form Leadership Programme, Careers and Pathways Guidance, and information about all the subjects on offer for Post 16 study.

Procedures for applying to our sixth form are available on our website.

If your values and expectations match ours, we would be delighted to hear from you. We can guarantee that in return we can offer you a highly enjoyable and memorable educational experience where your academic ambitions will be met in a stimulating atmosphere of care, and support.

Please be aware that due to the current global pandemic, we have altered some of the ways that sixth form is run this academic year. We have put various measures in place to secure the sixth form bubble and are doing all we can to protect our community.

However, we hope that September 2021 will be a return to a full sixth form experience and I am very much looking forward to that.

C.Berry

Assistant Principal

Head of Banbury Aspirations Campus Sixth Form

Higher Education and next steps guidance

Academic Support

At Banbury Aspirations Campus Sixth Form we are focused on ensuring all students receive clear monitoring and support through their time in Sixth Form, to ensure they achieve their very best. All students' termly assessments are tracked with input from subject teachers to ensure students keep on track with their predicted grades. Support plans and Interventions will be put in place if needed and monitored by the Head of Sixth Form and parents.

Aspiring to Oxbridge

Supporting students with Oxford and Cambridge University applications. Banbury Aspirations Campus can offer you personalised support with your Oxbridge applications. Guest workshops & webinars will run throughout the year. We are fortunate to have contacts at many top universities who visit regularly to support and advise our students

Attendance

Our expectation is that students' attendance at sixth form is 100%, and anything that falls below 96% will result in swift action. Parents will be requested to come in for an attendance meeting if a student's attendance falls below the national guideline. We encourage students to book medical appointments outside of school hours, not only is valuable study time missed, but there is a very evident negative correlation between low attendance and low grades at assessment points.

Assembly

The Sixth Form meet for assembly every Thursday morning during mentor time. Assembly is really important and a fantastic opportunity to celebrate achievement and benefit from guest speakers etc.

Community Involvement

We believe it is important to develop a sense of community and social awareness. All year 12 students commit to at least one hour of community activity at school per week. Students run clubs, support in lessons, or involve themselves in the school community in some other way.



Dress Code

There is a strict Sixth Form dress code for the students. Students must be in smart business wear with a blazer/suit jacket. Please refer to the dress code in the appendix.

Guest Speakers

Banbury Aspirations Campus has many fantastic links with Universities, including Oxford and Oxford Brookes. We regularly welcome guest speakers in to discuss further education, UCAS applications, applying for Oxford or Cambridge University and apprenticeship events. Students will also have a meeting booked with a Connexions Advisor to discuss different career opportunities and options.



Learning environment

ICT facilities: All areas of the curriculum are catered for. We offer Computer Aided Design and manufacture in Technology, image manipulation equipment in Art and video conferencing facilities in Modern Languages. All students have their own user area to allow them to work on any curriculum PC in the Campus. All year 12 students will be loaned a personal chromebook for their studies in the sixth form for the year. In year 13 there are a number of chromes available for students to sign out and use during study periods.

Learning areas

The library at Wykham Park is an excellent place for silent study. All students have at least four study periods on their timetable and it is important that they use these wisely. Students have access to printers, scanners, laminating etc. The computer room and the upstairs of the library are Sixth Form areas. The upstairs library is updated with University prospectuses. We are also fortunate to have study areas, ICT and an additional common room at Futures Institute Banbury.

Trips and Visits

Throughout your time in Sixth Form there will be a number of opportunities to attend trips organised by the Sixth Form, to career fairs or local employers. We really encourage all students to attend the trips as much as possible as they have been selected to benefit you and help you with making choices about your future. We try to make trips as inexpensive as possible but we need all student participation to do this.



The common room is a space only for Sixth Form students. There is a common room at Wykham Park and another at Futures Institute. All Sixth Form students are welcome to use both areas. The common room has facilities for students to make hot drinks and have the use of a fridge and microwave. Under normal circumstances students are able to purchase food in the buttery at break and lunch. Due to the current time Free School Meals are available for students, and we are in the process of setting up an online food ordering system so students can preorder hot food.

Student Support

The Campus offers support for students with SEN through the learning development department. Students also have full access to seek advice/guidance/counsel from the School Welfare manager and school nurse.

UCAS Application

Students are invited to several personal statement workshops and webinars throughout the year. Your Personal Statement will go through a series of checking to ensure your statement is the best that it can be. Parents will also be invited into school in order to find out more about the UCAS process and work closely with the sixth form team to support students' applications.

Work Placement

Banbury Aspirations Campus fully supports students finding working placements during their time at Sixth Form. Year 12 students source their own placements with support from the sixth form team. We also keep a stringent record of skills developed and opportunities taken. These documents prove invaluable when it comes to apprenticeship and university applications in Year 13.

Aspirations week and Volunteering

As part of the schools Aspirations week, last year the Sixth Form introduced volunteering in the community. Year 12 students took part in various local community projects. This was a fantastic success, projects varied from cleaning up playgrounds to gardening in a residential home for people with learning difficulties.

The Two Year Level 3 Programme

Who can apply?

The Banbury Aspirations Campus Sixth Form two year programme is open to students who have achieved at least a Grade 4/C in 5 or more GCSE or equivalent qualifications including English and Maths, and have achieved the entry requirements for their chosen Level 3 subjects.

Year 12 Three Level 3 Qualifications + Aspirations Employability Dipolma

In the first year of the programme students study three level 3 qualifications chosen from A Level or/and technical qualifications. *Consideration of the study of 4 qualifications will be given to exceptional candidates.

In addition all students participate in the unique No Limits Curriculum (An Employability Skills based programme). Successful completion of the first year of Sixth Form enables a clear route to Year 2 study. It is expected that students who wish to continue to year 2 will achieve at least a grade E1 at the end of Year 12.

Choosing your subjects- when choosing your subjects you will need to consider:

Do I need to study certain subjects in order to fulfil a career or university subject ambition? What am I good at and what do I enjoy learning about?

Am I clear about the kind of future learning at university I want to do?

If you are still undecided, please attend our open day for taster sessions and subject information.

Aspirations Employability Diploma

Aspirations Academy schools are all providing innovative and inspirational lessons designed to engage pupils and develop all students' employability skills. All Year 12 students, across the campus, are very fortunate to have an exciting opportunity to work in their AED sessions on projects with real world focus and links to local businesses. The aim is to develop skills required for success in today's global world such as time management, project management, teamwork, leadership, communications, critical thinking and presentations skills. We hope to provide students with a broad experience of the changing world of work and allow them to develop innovation and entrepreneurship.

Local businesses and industry will be invited in to collaborate with us on topics such as project management, teamwork and ideation. There will be an introductory project on The Modern Workplace and then 4 further projects focussing on the employment sectors of Education, Engineering and Health.

By the end of the year each student will have compiled an individual employability portfolio charting their development in 21st century skills and their links to business and industry. They will have a viva to be awarded their diploma.

AED will involve:

- Termly projects
- Working in teams with input from skilled professionals
- Research and fieldwork, synthesis and reflection
- Development of Employability skills

"AED is a helpful project in which you can learn useful skills and make key links with industries."

Kyle

"AED has helped me develop my presentation skills and confidence. Going to the final and winning against the other schools is something I can put on my CV- it was a great feeling."

Gina

"AED has allowed me to develop transferable business skills which i can use in my future career"

Feng

"AED promotes team working skills and changes how students approach problems" Shane

"AED has given me confidence in leadership and presentation skills."

Kerstin

Aspirations Employability Diploma

Some of the connections of 2019/20

Collins Aerospace

financial modelling of the business case for attending university

McClaren at Castle Quay

Site tour and links to project managers and draftsmen

Secret Nicky's Frozen Custard

Explanation of the life of an entrepreneur

Some of the achievements of 2018/19

Aston Martin

To design an electric car.

Playko

To design interactive group team work games.

UTC Aerospace

To design a test rig loading device. To work on design and costing software to produce a presentation to senior staff.

Oxfordshire Community Foundation

To set up a regular opportunity for several generations to get together and socialise.

Hook Norton Brewery

To produce a video of the brewing process.

Metaverse

To develop an augmented reality (AR) game



Aspirations Employability Diploma

EMPLOYER TESTIMONIALS

‘Supporting the AEP at the local school in Banbury was a really positive experience for myself and colleagues at the Banbury site as well as the students volunteered to work with us.

It was refreshing to work with the bright young minds of the students and for them to discover new ideas and solutions to the issues with a fresh perspective. Giving the students a tour of the factory so they could see the processes we had in real life really helped them understand the challenge we had set.

At the end of the 10 week project we were fortunate enough to see the team present their work. This included potential design solutions where they explained not only the advantages of their designs, but were also critical of their designs which, I thought, demonstrated a level of maturity and awareness which was both surprising and welcome to see.’

Simon Lazarus, Transmissions Engineering IPT Lead

Collins Aerospace, Jan 2019

The students' ideas, enthusiasm and hard work have helped us shape our food festival project into a stronger and more interactive event, with the potential to attract a large and diverse audience.’

The Big Feed festival team

I thoroughly enjoyed bringing engineering to life with the Banbury Aspirations Academy employability portfolio scheme. The experience took students, school staff, my colleagues and myself out of our comfort zones during the 10 week period as the project developed from a design brief to the final presentation day. The school visit allowed our site team to demonstrate a more dynamic side to their talents as we safely demonstrated the day to day workings of a modern construction site to the school visitors. In return the students through the final presentations presented us with several very viable ideas that we at BAM Nuttall Ltd had never even considered as options for the design brief.

Chris Campbell

SNR SITE ENGINEER, BAM NUTTALL

The Apprenticeship & Training Company worked alongside Yr 12 students on the AEP project from January to March 2018. We were really impressed by the maturity and work ethic of the team of students. They put together a very comprehensive Construction Careers Event for the year 10 and 11 students in the school and welcomed external organisations to present a range of workshops and talks. Their level of professionalism and attention to detail would not have been out of place in a real work setting and they should be very proud of themselves for what they have achieved. It is clear that they have excellent support from the staff; Lucy Sterland and Lauren Willett and we thoroughly enjoyed working alongside you all.

Michelle Patterson

THE APPRENTICESHIP & TRAINING COMPANY, APRIL 2018

Aspirations Employability Diploma

OPPORTUNITY

At the regional AEP final in June 2019, Year 12 pupils presented to Head of Sixth form and several employer clients their six-week project. Their work included designs for the future for Aston Martin, a VR game developed for Playko, plans for the teaching space outside Space Studio, a cost analysis of a process for Collins Aerospace, establishing a sustainable charitable organisation for Uniting Generations and developing awareness of the impact of litter on the planet.

The employers and staff were all impressed by the students' presentations and their innovation and application. We hope that the winning team will do well in the National Final.

STUDENT TESTIMONIALS

The ecology focussed team completed three projects in the year. The first involved planning hundreds of trees on the school site. In the second they really appreciated time in William Morris Primary School, teaching the year 4/5 class how to be more eco-friendly in an effort to save the bees. As their leader Kelly Lloyd said "We were so happy that the children were engaged and enjoyed planting the oregano, while some also made puns on how the project will "bee awesome". The children were active and we hope that our project will influence them to be more eco-friendly in the future. Kelly Lloyd and her team have been asked to keep coming back to William Morris School. Their final project started with The Canal Trust as their employer contact but finished with the Earth as their client. They started saving our waterways from plastic and ended up with a call to save the oceans.

A group of students competed in the Aspirations AEP final in London against 5 other Aspirations academies in December 2018. As regional winners, Will was also invited to write an article for the Banbury Guardian about their innovative event that aims to break down generational barriers. Dannie Turner acted as employer and project commissioner in the summer term 2019 and her students put on a third event for the older and younger generations to meet. They have ensured that the initiative is sustainable. "very impressed with my groups effort and organisation of a summer event with the elderly and nursery in July and a visit to the old people's home in their aspirations week for activities as well as visiting primary schools to spread uniting generations name around the town. They have also implemented their own ideas and used their initiative to create a Gofundme page and are in the process of registering Uniting Generations as a community interest project."



The Leadership, Engagement and Guidance Programme

Mentor time

All students are part of a mentor group, where students will build relationships with other students across the sixth form and involve themselves in a variety of activities such as discussions and debates. Mentor time is where the students will receive important information, receive support with applications and in addition receive pastoral support from their mentor, alongside the PSHE programme.

Our community

All students contribute to the Banbury Aspirations Campus community and wider community in two ways: through engaging in a committee and taking on a leadership role. Students engage with the pupils in the lower school through supporting in KS3 and 4 lessons and running extracurricular clubs. There are also opportunities for a wider impact on the community through assisting with our feeder primary schools.

Committees

Committees run every term, where students are able to develop a variety of skills that are necessary for applications to universities, apprenticeships and further education. The Committees that we offer are:

- **The student council** who discuss areas for improvement around the sixth form and who form ideas on how to make the most out of the sixth form areas and experience.
- **The social committee:** who run social events for the sixth form and lower school and are also involved with organising the year 13 prom.
- **The marketing committee:** who develop ideas on how to promote our campus to the lower school and the wider community.
- **The charity committee:** who raise funds for a variety of charities.

Principal Students

Each year we elect Principal Students who work with staff and students to represent the student population.

This programme gives the students the opportunity to develop their leadership and team working skills. These are important skills needed in their future endeavours. We are very proud to have donated to several charities over the years and have successfully run a number of events/support for younger students within our community.

Skill Development

The sixth form also have the chance to further develop their skills through the various opportunities that we offer and encourage students to take on. We offer events and experiences such as The DofE award, Camps International Expeditions and NASA trips.



Our Successes In 2020

We are extremely proud of our students and their achievements. Below is an overview of some of our successes from the last few years. I hope this inspires you to reach for your dreams and ambitions over the next two years

28% A*-A

54% A* - B

A*-E 100%

100% Pass in vocational courses. 100% grade merit and above in Health & Social Care

- 67% achieved a University placement
- 92% Students secured a place at their 1st choice University
- 8% Students secured a place at their 2nd choice
- 38% Students secure placement at a Russell Group university
- 23% have secured apprenticeship placements or in employment
- 100% pass rate and 80% of students achieving B or above in EPQ (Extended Project Qualification)



In 2019

18% A* - A 38% A* - B

Vocation qualification 100% D* - P 91% D*-M

53% of students achieved a university placement

90% secured a place at their 1st choice University

9% of our students have secured apprenticeship placements,
including degree apprenticeships.

In 2018

66% A*- B 85% A* - C A*-E 100%

87% achieved a University placement

85% Students secured a place at their 1st choice University

15% Students secured a place at their 2nd choice

27% Students secure placement at a Russell Group university

13% chose other destinations (Navy, employment)

• **Class of 2020**

- Soniya is at Warwick University studying Engineering
- Andrei is at Liverpool University studying Physics
- Tom secured an apprenticeship with Onic (aerospace engineering)
- Eisha secured an apprenticeship with IBM
- Gemma is at Harper Adams University studying Veterinary nursing
- Jonathan is at Durham University studying Computer Science
- Finlay is at Lancaster University studying medicine and surgery
- Francia is at University of Bristol studying Law
- Sam is at Swansea University studying Business Management
- Lewis has secured an apprenticeship with Brethertons solicitors

• **Class of 2019**

- Josh is at Warwick University studying Computer Science
- Lucy is at Aberystwyth University studying Physics with Planetary and Space Physics
- Mustafa achieved an apprenticeship with Fortress Technology
- Jasmin achieved a degree apprenticeship with the NHS in Dentistry
- Fazeela is at New Bucks University studying Business Management
- Gabby is at the Royal Veterinary College, University of London, on the Veterinary Gateway Programme
- Jenny is at Coventry University studying Media and Communications
- Georgia is at Northampton studying Primary Education
- Omar is at Aston University studying Accounting and Finance
- Tia is at Loughborough University studying Human Biology
- Lewis is at Aberystwyth University studying Marine and freshwater biology

• **Class of 2018**

- Olivia is at University of Southampton studying adult nursing 2018
- Rebecca is studying Politics and international relations at University of Aberdeen 2018
- Jacob is studying Renewable Energy Engineering with Industrial experience 2018
- Joe is studying Mathematics & Philosophy at Oxford University 2018
- Nathan joined the Navy 2018

• **Class of 2017**

- Sanah – Biochemistry at Oxford Brookes 2017
- Luis – M.O.R.S.E at Warwick University 2017
- Emily – Degree apprenticeship at Medimmune 2017
- Will – Psychology with a year abroad at University of East Anglia 2017
- Bikramjit – Interior Design at Coventry University 2017
- Nicholas – Geography & Natural Hazards at Coventry University 2017

Student FAQ:

What if I do not get the GCSE grades to study the subjects I wanted?

It is important to meet the entry requirements but students will always be interviewed on a case by case basis and when enrolment occurs in the summer, each student will have a meeting that focuses on their choices and whether they can proceed with them.

Which subjects should I choose?

You should choose subjects you enjoy and really want to study in greater depth. It is also important to have a workable combination and start looking at university courses and apprenticeships early on. It may be that you need specific subjects to pursue a particular career.

What if I do not know what I want to do as a career?

This is a common issue and please do not worry. Hopefully your A Level choices will be varied and complementary so that you have time to make your choices. Make sure you visit workplaces and do your research so you know what jobs are out there. You will also receive lots of guidance over your time in sixth form and that will help with making informed choices.

What if I don't like the subject once I have started?

You then need to arrange a mentor with the sixth form team to discuss options. There is always scope for change but it becomes more difficult as the year progresses so speak up early in year 12 if there are concerns.

Can I study four subjects? This option is available for exceptional candidates but would need further discussion with head of sixth form.

Can I study less than 3 subjects?

This isn't an option from the start of year 12 as it's important you have a full programme and one that will enable you to access the best courses and apprenticeships.

What is the difference between Sixth Form and College?

Sixth Form is much more structured and you also receive a lot more structured support than you would at college. This is always a draw for students considering both.

Can I join Banbury Aspirations Campus Sixth Form if I come from another school?

Yes. You apply as normal and provide a copy of your GCSE results on enrolment day.

Do you accept students mid term?

In some cases- yes. You would need to contact the Sixth Form Administrator to discuss further and we would arrange a meeting.

Please complete an online application form which can be completed via the Sixth Form area on the Wykham Park and Futures Institute website.

[CLICK HERE TO COMPLETE AN ONLINE APPLICATION](#)

If you would prefer a paper copy of the application form, please email kwhite@wykhampark-aspirations.org.

Please do complete all sections of the application carefully. Your application is an important part of the application procedure and indicates to us your level of commitment to study at Banbury Aspirations Campus.

It is extremely important that you research your choices thoroughly. Attending our open days will be greatly valuable. If you are unsure about your options please do not hesitate in contacting the Sixth Form Administrator.

Please do pay attention to the entry requirements for the particular course you would like to study.

Head of Aspirations Campus Sixth Form

Carly Berry: cberry@wykhampark-aspirations.org

Post 16 co-ordinator of Aspirations Campus Sixth Form

Lauren Hanson lhanson@wykhampark-aspirations.org

Sixth Form Administrator

Katie White kwhite@wykhampark-aspirations.org

Dress Code Requirements

A useful comparator is the standard and type of dress that can be commonly seen worn by staff working in a professional office.

Clothing

Males: A suit or smart trousers and a collared shirt with tie. The top button should always be secured. In some situations, e.g. DT workshops or science labs, a tie may present a safety risk and so may be removed at the discretion of teachers or staff. Jackets may be removed with permission of teachers and staff.

Females: A smart skirt / trousers / dress for females and blouse or other smart top as appropriate. A jacket must also be worn. Again, these can be removed at the discretion of teachers or staff.

Tailored dresses can be worn but must not be made of stretchy lycra material. In addition to this, trousers must also not be made of any stretchy/legging material. Skirts and dresses must be of a respectable length and trousers must be of full length. Tops should be modest with necklines appropriate for an office environment.

Footwear: Footwear that is appropriately smart and safe for walking around the campus is vital.

Smart shoes only (trainers/plimsolls e.g. brands such as Nike, Adidas, Puma, Lonsdale, Vans etc. are not permitted)

Other items

- Hair should be neat and tidy. No extreme hairstyles will be permitted. Where hair is of shoulder length or longer it should be tied back in laboratories, workshops and during PE for safety reasons.
- Visible tattoos are discouraged and must be discreet.
- Jewellery and make-up should be discreet; no body piercings, other than one earring in each ear and a small nose stud. Nail varnish must be discreet
- Hijabs covering head and shoulders may be worn as part of religious belief and should be suitable for the work environment. The face should not be covered as this may interfere with the clear communication required by adults in a school environment
- Males may wear beards / facial hair. All facial hair should be kept tidy.

BANBURY ASPIRATIONS SIXTH FORM LANYARDS MUST BE WORN AT ALL TIMES.
THIS IS A SAFEGUARDING REQUIREMENT.

Art & Design

A-Level Edexcel

Course entry requirements: It is desirable, although not essential to have previously obtained GCSE Art and Design Level 5 or above.

OVERVIEW OF COURSE: (Fine Art, Photography, Textile Design):

The courses are designed for students who have an interest in Art and Design and who wish to develop their skills, knowledge and understanding in the subject areas of either Fine Art, Photo

Year 1

Students will initially complete a range of mini projects allowing them to explore different media, processes and techniques before commencing the personal investigation portfolio. This will include researching and responding to the work of other artists (AO1), experimenting and refining their own ideas in different media (AO2), recording observations (AO3) and producing a final outcome (AO4).

Later in the year, students will have the opportunity to complete a practice exam question from a previous paper in order to understand the requirements of the examination component of the course.

Year 2

Component One: Personal Investigation – 60%

Students will be guided to select a theme of their own choice. They will respond to this theme by creating a portfolio including artist research with written and practical responses, observational recording, media explorations and a final practical outcome. They will also produce a written personal study of between 1000 and 3000 words in response to their chosen theme and their practical studies.

Component Two: Externally Set Assignment – 40%

Students will be issued with an examination paper released by Edexcel on 1st February. This will involve suggestions for starting points to a set theme. Students will then create a personal portfolio in response to this theme before producing their final outcome within a 15 hour practical examination.

WHERE CAN THIS COURSE TAKE ME? There are many choices open to students following an A Level qualification in Art and Design. Many choose to go on to study at Foundation Level at college before embarking on an appropriate degree course. Studying A Level Art and Design may lead to careers in Graphics, Photography, Architecture, Illustration, Fashion, Advertising, Interior Design, Gaming Design, Museum Curator, Art Therapy and Teaching.

I CAN FIND OUT MORE INFORMATION BY: Email SBrookes@wykhampark-aspirations.org Examples of students' work and specifications can be downloaded here:

<https://qualifications.pearson.com/en/home.html> Other useful examples of students' work can be viewed here: <https://www.studentartguide.com/>

Biology

A-Level AQA

Course entry requirements: Science Grade 6-6 **or** GCSE Biology Grade 6.

OVERVIEW OF COURSE: The course is taught over two years. The exams at the end of the second year make up 100% of the A-Level grade and can cover any topic of the full two years. There is no coursework now, but there is a separate qualification for the practical endorsement. Developing practical skills is an integral part of the course and they are used to make sure students are confident with the techniques and understanding of the Biology. The course is broken up into 8 teaching units across 2 years. The units studied are:

First Year:

- **Module 1 – Biological Molecules**
- **Module 2 – Cells**
- **Module 3 – Organisms exchange substances with the environment**
- **Module 4 – Genetic information, variation and relationships between organisms**

Second Year:

- **Module 5 – Energy transfers in and between organisms**
- **Module 6 – Organisms respond to changes in their internal and external environments**
- **Module 7 – Genetics, populations, evolution and ecosystems**
- **Module 8 – The control of gene expression**

COURSE DETAILS AND ASSESSMENT INFORMATION:

- AS: Paper 1 – 90 minute exam – 50% of AS Level - Paper 2 – 90 minute exam – 50% of AS Level
- A-Level: Paper 1 – 2 hours – 35% of total A-Level, Paper 2 – 2 hours – 35% of total A-Level, Paper 3 – 2 hours – 30% of total A-Level. Practical Endorsement in Biology: non-examined, assessed throughout the A-Level based on experiments.

WHERE CAN THIS COURSE TAKE ME? Biology A-level is adaptable and can suit a variety of subjects. When looking at higher education Biology offers a huge variety of options from medicine to zoology and can be a good route into many careers. Below are some of the destinations of our previous students. Biological and Forensic Science, Veterinary Science, Royal School of Veterinary Science, Biochemistry and Genome Science, Portsmouth University, Medicine, University of Leicester.

I CAN FIND OUT MORE INFORMATION BY You can contact the school on 01295 251451. For subject specific information contact Mr Chris Colville or email ccolville@wykhampark-aspirations.org Biology AQA A level (7402) Syllabus information can be found at www.aqa.org.uk

Business Studies

BTEC Level 3 Edexcel

Course entry requirements: English Language at Grade 5 or above

OVERVIEW OF COURSE: BTEC Business allows students to:

- Develop skills, knowledge and understanding in business
- Have an opportunity to apply learning in a practical and realistic way
- Follow a programme of study which enables progression to both higher education and employment within business
- Develop personal, learning and thinking skills, which are highly valued by employers and universities

The course is taught through individual and group presentations by students as well as class notes and assignments. Video materials and News articles are used as the basis of discussion and the emphasis is always on the practical application of theory. Students are encouraged to challenge the content of what they read and offer their opinions.

COURSE DETAILS AND ASSESSMENT INFORMATION:

Unit 1: Exploring Business: This unit examines the key ingredients for business success, how businesses are organised, how they communicate, the characteristics of the environment in which they operate, and how this shapes them and their activities.

Unit 2: Developing a Marketing Campaign. Students will gain an understanding of how a marketing campaign is developed in order to develop their own campaign for a given product/service

Unit 3: Personal and Business Finance. This unit allows students to develop an understanding of why money is important and how managing your money can help prevent future financial difficulties. Students will be introduced to accounting terminology, the purpose and importance of business accounts and the different sources of finance available to businesses.

Unit 4: Recruitment and Selection. Students will learn that successful recruitment is key to maintaining the success of a business, as people are often considered to be the most valued resource. They will explore the various selection tools and the enhanced use of technology in this area.

WHERE CAN THIS COURSE TAKE ME? On completion of this course students will have developed transferable knowledge and skills that prepare them for progression to university and employment.

I CAN FIND OUT MORE INFORMATION BY You can contact the school on 01295 251451. For subject specific information contact Mr Chris Colville or email ccolville@wykhampark-aspirations.org Biology AQA A level (7402) Syllabus information can be found at www.aqa.org.uk

Computer Science

A-Level Edexcel

Course entry requirements: GCSE Computer Science would be an advantage but not essential – if studied a minimum of grade 6 is needed. Good communication & analytical skills. An interest in computer programming and problem solving.

OVERVIEW OF COURSE: There is an up to date specification that focuses on the knowledge, understanding and skills students need to progress to higher education or thrive in the workplace. Examinations include a variety of assessment styles so that students feel more confident and able to engage with the questions. Assessment of non-exam assessment (NEA) is straightforward and designed to encourage students to do an investigative project on a topic of particular interest to them. An interest in programming with any of the following is essential: C#; Java; Pascal/Delphi; Python; VB.Net. You can expect to:

- **Engage in problem solving, write and use algorithms.**
- **Learn to write and test programs in high level language, assembly code and functional code..**
- **Learn about hardware and software, networks and the Internet.**
- **Understand the ways in which data is represented in a computer system.**
- **Understand the ethical and legal constraints when using computer systems.**
- **Use relational databases.**
- **Understand the system development lifecycle and the needs of a real end user.**

COURSE DETAILS AND ASSESSMENT INFORMATION:

- **Paper 1** - On-screen exam: 2 hours 45 minute 40% of A-level. Students answer a series of short questions and write/adapt/extend programs in an Electronic Answer Document provided by the exam board.
- **Paper 2** - This paper tests a student's ability to answer short-answer and extended-answer questions from subject content in a written exam: 2 hours 30 minutes, 40% of A-level.
- **Non-exam assessment** - The non-exam assessment assesses a student's ability to use the knowledge and skills gained through the course to solve or investigate a practical problem. Students will be expected to follow a systematic approach to problem solving. 75 marks, 20% of A-level.

WHERE CAN THIS COURSE TAKE ME? Access to the IT industry. Careers related to mathematics, statistics, sciences, analytics, product development, or anything else which requires analytical problem solving skills. University/Higher Education

I CAN FIND OUT MORE INFORMATION BY <http://www.aqa.org.uk/subjects/computer-science-and-it/as-and-a-level>
<http://www.bbc.co.uk/programmes/b006m9ry> <http://www.codecademy.com/>
<http://www.computingatschool.org.uk/>

Chemistry

A-Level OCR Specification A



Course entry requirements: Science Grade 6-6 **or** GCSE Biology Grade 6.

OVERVIEW OF COURSE: The course is taught over two years with AS exams at the end of the first year. The exams at the end of the second year make up 100% of the A-Level grade and can cover any topic of the full two years. There is no coursework now, but there is a separate qualification for the practical endorsement. Developing practical skills is an integral part of the course and they are used to make sure students are confident with the techniques and understanding of Chemistry. The course is broken up into 6 teaching units across 2 years. The units studied are:

First Year:

- **Module 1 - Development of Practical skills in Chemistry**
- **Module 2 - Foundations in Chemistry**
- **Module 3 - Table and Energy**
- **Module 4 - Core Organic Chemistry**

Second Year:

- **Module 5 - Physical Chemistry**
- **Module 6 - Organic Chemistry and Analysis**

COURSE DETAILS AND ASSESSMENT INFORMATION:

- AS Level - Breadth in Chemistry – 90 minute exam – 50% of AS Level, Depth in Chemistry – 90 minute exam – 50% of AS Level
- A-Level- Periodic Table, Elements and Physical Chemistry – 135 minutes – 37% of total A-Level, Synthesis and Analytical Techniques – 135 minutes – 37% of total A-Level, Unified Chemistry – 90 minutes – 26% of total A-Level & Practical Endorsement in Chemistry. Non examined, assessed throughout the A-Level based on experiments and awarded separately to the Chemistry A Level.

WHERE CAN THIS COURSE TAKE ME?

Chemistry is a versatile A-Level that leaves open a lot of options. Chemistry is a desirable degree with many potential careers but there is also biochemistry, medicine, veterinary science and many more. Some of the destinations of previous students: Pharmacy, Nottingham University, Veterinary Science, Royal School of Veterinary Science, Biochemistry and Genome Science, Portsmouth University, Medicine, University of Leicester.

I CAN FIND OUT MORE INFORMATION BY You can contact the school on 01295 251451, Deputy Science Co-ordinator: Gina Willcocks ext. 186 gwillcocks@wykhampark-aspirations.org Chemistry OCR A Syllabus information can be found at www.ocr.org.uk

Economics

A Level OCR



Course entry requirements: English Language at Grade 5 or above

OVERVIEW OF COURSE: The global economic crisis of recent years has brought sharply into focus just how dependent the people of the world are on each other for resources and trade. Economics helps us to answer big questions like who will the global superpowers be in 20 years' time, what industries will fail or thrive and what Government's need to do to secure their country's position in the global economy. Economics studies the problem of scarce resources alongside the unlimited desires of humans and society. It examines this problem from two perspectives. Firstly, it looks at how markets work to set prices and how economies deal with failures of the market mechanism. Secondly the course looks at the wider economic problems faced by government such as achieving economic growth and managing inflation. The course ends with a unit that brings both of these areas of economics together for a study of applied economics looking at specific economic problems.

COURSE DETAILS AND ASSESSMENT INFORMATION: Students study three units:

- Unit 1: Microeconomics. This unit examines the role of markets in allocating resources, the factors that determine how firms behave and the labour market.
- Unit 2: Macroeconomics. Macroeconomics looks at the economy as a whole, students will study global economic issues, economic policy objectives and the financial sector.
- Unit 3: Themes in Economics. This unit allows students to apply the concepts and techniques they have learnt to a range of 'real world' issues.

Students are assessed at the end of Year 2 via three 2 hour exams

WHERE CAN THIS COURSE TAKE ME? As a respected academic subject, having an A Level in Economics means that whatever students decide to do in the future, employers or universities will see that they have a range of important skills learnt through the subject. The subject is highly valued by universities and employers because it requires the student to develop a high level of critical thinking and analytical skills. Possible career choices A-level Economics can offer you include accountancy, stockbroker, banker and online financial and business-related careers. A-level economics can lead you to a range of degree courses and employment opportunities.

I CAN FIND OUT MORE INFORMATION BY More information about the course, its requirements and sample material is available online on the OCR website. Alternatively email jajones@wykhampark-aspirations.org with questions.

Engineering

BTEC Nationals: Engineering extended certificate

Course entry requirements: Science and Additional Science Grade 5 or GCSE Physics Grade 5, Maths grade 5

OVERVIEW OF COURSE: The course is taught over two years and is the equivalent of 1 A-Level. There are 4 mandatory units. The mandatory units will ensure students are mastering the foundations of essential knowledge and skills.

Mandatory units are

- Engineering Principles
- Delivery of Engineering Processes Safely as a Team
- Engineering Product Design and Manufacture

COURSE DETAILS AND ASSESSMENT INFORMATION:

BTEC Nationals in engineering students will apply their learning through practical assessments in the form of internally assessed assignments and externally assessed:

- Tasks and written exams.
- Engineering Principles – **written exam**
- Delivery of Engineering Processes Safely as a Team – **assignment**
- Engineering Product Design and Manufacture – **task**

WHERE CAN THIS COURSE TAKE ME?

Technical Levels in Engineering offer learners modern, work-related qualifications which open the door to higher education and a career because they:

- are each designed with a clear purpose to support defined progression routes into higher education or employment
- build high-level skills such as teamwork, creative thinking and Presentation skills.
- develop independent research and study skills essential for Success at university.

I CAN FIND OUT MORE INFORMATION BY You can contact the school on 01295 251451. For subject specific information <https://www.aqa.org.uk/subjects/engineering/tech-level/design-engineering-2016>

English Literature

A-Level AQA specification B

Course entry requirements: Grade 6 in English Literature at GCSE

OVERVIEW OF COURSE: This is an A-level in English Literature, through which learners will develop a deep knowledge of how to approach texts through different forms of analysis and interpretation centring on different ways of reading and the connections that exist between texts within a literary genre. In this way, learners can gain a solid understanding of how texts can be connected and how they can be interpreted in multiple ways in order that learners can arrive at their own interpretations and become confident autonomous readers. Learners are then not only equipped with the knowledge and skills needed for exams, but also experience a rich, challenging and coherent approach to English literature.

COURSE DETAILS AND ASSESSMENT INFORMATION:

Content Overview	Assessment Overview	
Aspects of Tragedy - one Shakespeare play, a second drama text and one pre-20 th century text.	75 marks 2 hours 30 minutes closed book written paper	40%
Texts and genres - Study of three texts: one post-2000 prose text; one poetry and one further text, one of which must be written pre-1900	75 marks 3 hours Open book written paper	40%
Non-exam assessment - two pieces. Two essays of 1250-1500 words, each responding to a different text and linking to a different aspect of the Critical anthology One essay can be re-creative. The re-creative piece will be accompanied by a commentary.	50 marks	20%

WHERE CAN THIS COURSE TAKE ME?

- Journalism and media careers
- Teaching careers
- Marketing, advertising and PR careers
- Publishing careers
- Civil service careers
- Legal careers

I CAN FIND OUT MORE INFORMATION BY Visiting the AQA website to read the specification:
<https://filestore.aqa.org.uk/resources/english/specifications/AQA-7716-7717-SP-2015.PDF> Visit the following websites for useful information: www.englishbiz.co.uk, www.revision-notes.co.uk, www.universalteacher.org.uk

English literature & language

A-Level OCR

Course entry requirements: Grade 6 in English Literature at GCSE

OVERVIEW OF COURSE: The qualification develops students' ability to apply and integrate linguistic and literary approaches to a wide range of spoken and written texts. The texts are from different periods and include prose, poetry, drama and non-literary texts. All learners will undertake an independent study. They will be able to pursue a particular interest and develop their expertise through an analytical comparative essay on one non-fiction set text (selected from a list of twelve) and a second text of their own choosing. They will also have the opportunity to produce a piece of original non-fiction writing in a particular genre

COURSE DETAILS AND ASSESSMENT INFORMATION:

Content Overview	Assessment Overview	
Component One: exploring non-fiction and spoken texts. Exploring spoken and written texts from an anthology of non-fiction texts from different time.	<ul style="list-style-type: none">• 32 marks• One hour• Closed text written paper	16%
Component Two: The language of poetry and plays. Exploring poetic and dramatic techniques through one play and 15 poems including an integrated study of linguistic and literary approaches.	<ul style="list-style-type: none">• 64 marks• Two hours• Closed text written paper	32%
Component Three: Reading as a Writer, Writing as a Reader. Learners explore the nature of narrative in a novel and then apply the skills in their own piece of original writing.	<ul style="list-style-type: none">• 64 marks• Two hours• Open text written paper	32%
Component Four: Independent Study: Analysing and producing texts	<ul style="list-style-type: none">• 40 marks• Non-exam assessment	20%

WHERE CAN THIS COURSE TAKE ME?

- Journalism and media careers
- Teaching careers
- Marketing, advertising and PR careers
- Publishing careers
- Civil service careers
- Legal careers

I CAN FIND OUT MORE INFORMATION BY Visiting the OCR website to read the specification <https://www.ocr.org.uk/qualifications/as-and-a-level/english-language-and-literature-emc-h074-h474-from-2015/specification-at-a-glance/> Visit the following websites for useful information: www.englishbiz.co.uk, www.revision-notes.co.uk . www.universalteacher.org.uk

Geography

A-Level AQA

Course entry requirements: English Language and Maths at grade 6 or above and Geography at grade 5 and above If studied at GCSE level (or equivalent GCSE).

OVERVIEW OF COURSE: The AQA specification offers an opportunity to excite students minds, challenge perceptions and stimulate their investigative and analytical skills. The course content gives students the opportunity to develop an in-depth understanding of physical and human geography, to study units which reflect the world today, and to become critical, reflective and independent learners.

<p><u>Paper 1 – Physical Geography</u> Section A: Water and carbon cycles Section B: either Hot desert systems and landscapes or Coastal systems and landscapes or Glacial systems and landscapes Section C: either Hazards or Ecosystems under stress</p>	<ul style="list-style-type: none">● Written exam: 2 hours 30 minute● 120 marks● 40% of A-level
<p><u>Paper 2 – Human Geography</u> Section A: Global systems and global governance Section B: Changing places Section C: either Contemporary urban environments or Population and the environment or Resource security</p>	<ul style="list-style-type: none">● Written exam:● 2 hours 30 minutes● 120 marks● 40% of A-level
<p><u>Field work -What's assessed</u> Students complete an individual investigation which must include data collected in the field. The individual investigation must be based on a question or issue defined and developed by the student relating to any part of the specification content.</p>	<ul style="list-style-type: none">● 3,000–4,000 words● 60 marks● 20% of A-level● marked by teachers● moderated by AQA

WHERE CAN THIS COURSE TAKE ME? Geography graduates tend to be fairly open-minded and interested in the world around them. There are a broad range of careers open to a geography graduate. You could do anything from working in the war room of a royal navy vessel, to working with the environment agency, running housing schemes, or working almost anywhere in the public sector. With further qualifications or training, you could teach geography, do urban design or town planning, or become a chartered surveyor. In the last few years some of our students went on to study degrees in Development Geography at Bath Spa, Marine & Freshwater Biology at Hull, and Geography at Southampton, Swansea and Birmingham.

I CAN FIND OUT MORE INFORMATION BY; Visiting some of the websites: Geographyinthenews.rgs.org, Earthweek.com, Oxfam.org.uk, Worldmapper.org Geography.org.uk, Geography.learnontheinternet.co.uk

Health & Social Care

BTEC Level 3 Extended Certificate

Course entry requirements: GCSE English Language

at grade 5, GCSE Mathematics at grade 4, GCSE Science at grade 4

OVERVIEW OF COURSE: Health and Social Care is a multi-disciplinary subject enabling students to gain a qualification that is essential for anyone wanting to work within the health and social care sector. It encompasses aspects of Sociology, Psychology, Biology, Law and Ethics within the context of a health and social care environment; such as a hospital, care home or early years setting.

COURSE DETAILS AND ASSESSMENT INFORMATION:

The qualification is equivalent in size to one A Level. 4 units are covered of which 3 are mandatory and 2 are external.

The mandatory content is worth 83% and the external assessment is worth 58%.

Over the course of two years students will study 4 units:

- Unit 1 (mandatory- written exam): Human Lifespan Development
- Unit 2 (mandatory- written exam): Working in Health and Social Care
- Unit 5 (mandatory internally assessed coursework): Meeting Individual Care and Support Needs.
- Unit 11 (optional internally assessed coursework): Psychological Perspectives for Health and Social care.

WHERE CAN THIS COURSE TAKE ME?

The Level 3 BTEC extended certificate in Health and Social care can lead to many different career paths. Students in the past have secured places on courses as varied as Children's Nursing, Social Work, Occupational Therapy, Physiotherapy, Speech Therapy, Midwifery and Nursing. Health and Social Care is a very useful subject due to the need to understand and work with a diverse range of people, and having a holistic understanding of the health needs of service users.

You can find out just what types of careers are available in health and social care by accessing the 'skills for care website': <http://www.skillsforcare.org.uk/Careers-in-care/Careers-in-care.aspx> You could also read the BTEC specification in full at the following address:

https://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/Health-and-Social-Care/2016/specification-and-sample-assessments/9781446937976_BTEC_Nat_Cert_HSC_AG_Spec_Iss3C.pdf



History

A-Level Edexcel

Course entry requirements: GCSE English Language Grade 5 & GCSE History Grade 5

OVERVIEW OF COURSE: Students study Route E. Paper 1 is a breadth study of Russia 1917-1991. Paper 2 is a depth study on the German Democratic Republic, 1949-90. Paper 3 is a depth study of the British Experience of Warfare, c1790-1918. Finally students undertake a Historical Enquiry for Unit 4 on the interpretations of the origins of World War One.

Lessons are a mixture of text analysis, group discussion and debating in order to develop more enquiring and analytical minds.

COURSE DETAILS AND ASSESSMENT INFORMATION:

Paper 1 - Sections A and B comprise a choice of essays that assess understanding of the period in breadth. Section C comprises one compulsory question that assesses the ability to analyse and evaluate historical interpretations.

Paper 2 - Section A comprises one compulsory question based on two sources. It assesses source analysis and evaluation skills. Section B comprises a choice of essays that assess understanding of the period in depth.

Paper 3 - Section A comprises one compulsory question assessing source analysis and evaluation skills. Section B comprises a choice of essays assessing understanding of the period in depth, whilst section C assessed understanding of the period in breadth

Paper 4 - Is an individual assignment assessing the student's ability to carry out a historical enquiry, analysing and evaluation historical interpretations, and organising and communicating their findings.

WHERE CAN THIS COURSE TAKE ME?

As a core academic subject History is well respected by the Russell Group Universities. History gives you the analytical skills that are essential at degree level and in the workplace. History is a popular choice for students of Law, Politics and Journalism.

I CAN FIND OUT MORE INFORMATION BY:

<https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/history-2015.html>

Law

A-Level AQA



Course entry requirements: English Language at Grade 5 or above

OVERVIEW OF COURSE: Law is a well-developed, traditional and academic study of the main principles that make up English and Welsh Law. Students will develop their knowledge, understanding and critical awareness of the English legal system and how laws are made and executed. The course will then focus on three substantive areas of Law – Criminal Law, Tort Law and either Contract Law or Human Rights. Students will develop a wide range of skills including communication, problem solving and analytical skills among a range of others. Students will learn how to communicate legal arguments clearly, succinctly and effectively.

COURSE DETAILS AND ASSESSMENT INFORMATION:

Three written exams – each 2 hours and worth 33% of the final grade (no coursework) -

1. Criminal Law and English Legal System
2. Tort Law and English Legal System
3. Contract Law OR Human Rights and English Legal System

II CAN FIND OUT MORE INFORMATION BY:

- <http://www.aqa.org.uk/subjects/law>
- <http://www.sixthformlaw.info/>
- <http://www.elawstudent.com>
- <http://www.helpwithlawexams.co.uk>
- <http://www.judiciary.gov.uk/>
- <http://www.supremecourt.gov.uk/>
- <http://www.parliament.uk/>
- <http://www.legislation.gov.uk/>
- www.directgov.uk
- www.homeoffice.gov.uk
- www.justice.gov.uk
- <http://europa.eu>
- <http://www.bailii.org>

WHERE CAN THIS COURSE TAKE ME?

The study of Law helps develop students' analytical ability and critical thinking. It also develops problem solving skills through the application of legal rules. Study at A level provides a useful background for the further study of law either as the main subject or subsidiary part of a degree, foundation degree or for the many professional qualifications which have a Law component. Material and skills studied would be also useful for candidates intending to pursue business careers or careers in journalism or even teaching.

Maths & Further Maths

A-Level Edexcel

Course entry requirements: Grade 7/8/9 at GCSE Mathematics

OVERVIEW OF COURSE: Students build a strong platform of core skills (algebra, trigonometry, curve sketching and calculus) which can be applied in a variety of increasingly challenging problems, as well as modelling real life situations in statistics and mechanics. We use a variety of approaches: teacher led explanations, modelling good practice, questioning, individual work, interactive games and peer demonstrations.

COURSE DETAILS AND ASSESSMENT INFORMATION:

The content of A level mathematics is now the same for all exam boards. All students are required to study statistics and mechanics as well as pure mathematics. Although they are now separate qualifications, the AS content is still required for the A-level. Therefore all year 12 students will cover AS mathematics in year 12 and may be entered for the AS if they do not continue the course to year 13. This is examined by two written papers. The A level qualification will be taken in three written papers at the end of year 13, two Pure Maths papers and one Statistics and Mechanics paper .

Further Maths (Separate A-Level)

Further Maths students begin to appreciate the connection between different branches of Mathematics and put forth rigorous mathematical arguments using formal proof. They continue to develop their core skills, with a wider range of strategies and techniques, whilst broadening and deepening their applications to real life situations. We use a variety of approaches: teacher led explanations, modelling good practice, questioning, individual work, interactive games and peer demonstrations.

COURSE DETAILS AND ASSESSMENT INFORMATION:

The topics covered in further mathematics build on those covered in A-level mathematics. Students will study further pure topics and develop their understanding of statistics and mechanics further.

WHERE CAN THIS COURSE TAKE ME? A-Level Maths is a much sought-after qualification for entry into a wide variety of employment and higher education, being a valuable support to areas such as Science, Geography, Psychology, Business and Medicine, as well as a fascinating subject in its own right. A good Maths qualification is regarded highly both by employers and universities, often leading to higher salaries.

Both Mathematics and Engineering courses at university value Further Maths A-level very highly and it gives students a head start to their undergraduate studies. Students are provided with information about a wide range of off-site enrichment opportunities and encouraged to participate in these to enhance their CV.

I CAN FIND OUT MORE INFORMATION BY: Looking at the AMSP website or email cnewell@wykhampark-aspirations.org

Musical Theatre

Extended Diploma in the Creative and Performing Arts RSL *Equivalent of **TWO A LEVELS**



Course entry requirements: Minimum grade 4 in English GCSE, previous Drama, Dance & Music experience (e.g. GCSE course or other outside qualifications)

OVERVIEW OF COURSE: Students will study 3 CORE units and then choose another 10 units from a comprehensive list

Core components

Component 1: Performance Preparation

This unit prepares learners for participation as performers/technicians/managers in a performance production by developing their understanding of the styles and contexts of performance genres, exploring and developing a range of skills and techniques required for auditions/interviews for roles in performance productions as well as developing their planning and rehearsal skills in collaboration with others.

Component 2: Final Production

The unit aims to refine the learner's production skills and to develop their capacity to take ownership of the entire process of production. Learners will be provided with a range of opportunities to refine their skills, working towards the performance of a final production, and to evaluate their performance with the help of constructive feedback to inform their on-going development.

Component 3: Planning for Career in the Creative and Performing Arts

The ability to manage a career through careful planning - combined with a thorough knowledge of the professional landscape and the opportunities available within it - will substantially increase the potential for individuals to have a range of robust career options available to them. On a more specialist level, in order to develop professionally and to increase one's marketability and employability, the individual must understand what is needed to facilitate the development of appropriate knowledge and skills and the timescales involved in the process.

The purpose of the learning assessed in this unit is to familiarise learners with the processes associated with effective career planning. The aim of the unit is to provide opportunities to align/link their overarching career aims with the opportunities provided within the course, defining the way the learner engages with their learning.

Musical Theatre

Extended Diploma in the Creative and Performing Arts RSL *Equivalent of **TWO A LEVELS**

Optional units - Choice of 10

- 310 Approaches to Acting
- 100 Acting Option
- 311 Audition Techniques (Acting)
- 100 Acting Option
- 316 Musical Theatre Performance
- 320 Vocal Techniques
- 321 Working with Masks or Puppetry
- 100 Dance Option
- 324 Choreography
- 325 Collaborative Cross Arts Performance
- 329 Dance Techniques and Performance
- 331 Ensemble Dance Performance
- 332 Global Dance Styles
- 342 Ensemble Music Performance
- 344 Music in Theatre and Dance
- 351 Solo Music Performance
- 352 Songwriting
- 353 Vocal Techniques – Music

I CAN FIND OUT MORE INFORMATION BY: Contacting Mrs White, Head of Drama on 01295 251451 ext.238 Email: rwhite@wykhampark-aspirations.org



PE

Cambridge Technical Extended Certificate in Sport & Physical Activity OCR



Course entry requirements: 5 at GCSE PE, Level 2 Merit in Vocational PE Course, Member of a sports club outside of school.

OVERVIEW OF COURSE: The Cambridge Technical in Sport and Physical Activity provides learners with practical opportunities to develop relevant core knowledge, skills and understanding required in the sport and physical activity sector.

- 360 Guided Learning Hours - equivalent to one A level in terms of size
- Unit 1, 2 (90 GLH each), and Unit 3 (60 GLH) are mandatory
- Plus a minimum of 120 GLH chosen from the optional units (30 and 60 GLH).

COURSE DETAILS AND ASSESSMENT INFORMATION:

This qualification is suitable for learners who want to gain a Level 3 qualification to support further study in Further Education (FE) or Higher Education (HE) in sport and physical activity, looking to gain a Level 3 qualification to support further study in FE or (HE) in any other sector or subject area or who want to progress into sport-related apprenticeships.

- Qualification structure Learners must achieve the two mandatory units.
- Assessment method/model Unit 1 is assessed by exam and marked by OCR
- Unit 2 is internally assessed by PE staff and externally moderated by OCR.
- The units are graded:
- Pass, Merit and Distinction.
- The qualification is graded:
- Pass, Merit, Distinction, Distinction*.

WHERE CAN THIS COURSE TAKE ME?

- **Sports Management**
- **Sports Coaching**
- **Personal Trainer**
- **Fitness Instructor**

Contact Lewis Pratt lpratt@wykhampark-aspirations.org . Course specification also available at: www.ocr.org.uk

Philosophy & Ethics

A-Level AQA

Course entry requirements: Preferably grade 6 in English Language/ English Literature or a subject requiring extended writing such as History.

OVERVIEW OF COURSE: Philosophy and Ethics (Religious Studies) is an engaging and exciting course that encourages students to think 'outside the box'. Students gain critical and evaluative skills sought by higher education making students who have studied the subject desirable to Universities. Students interested in pursuing careers in law, education, social work, politics and medicine should consider studying Philosophy and Ethics at A-level.

In year 1 students will be introduced to ethical theory, examining controversial contemporary topics. Students will consider questions such as 'is it ever acceptable to murder?' and 'how do we know what it mean to be 'good?'' . In Philosophy students will examine challenges to religious belief from science, philosophy and range of other disciplines, questioning whether evil and suffering in the world can strengthen or weaken belief in God.

In year 2 students are introduced to key beliefs and morality from religion. Students are expected to apply their knowledge from year 1 in order to critically analyse religious texts and beliefs in relation to modern society. Students will also study how religions have changed and adapted to suit the modern world and the challenges this has caused.

Students who are also studying Sociology, Psychology, Law, Politics and English would find Philosophy and Ethics a complimentary subject.

WHERE CAN THIS COURSE TAKE ME?

Philosophy and Ethics A 'level develops a broad range of transferable skills to enable students to respond with confidence to the demand of undergraduate study and the world of work. It particularly develops the skills of critical thinking, analysis, debate and evaluation; skills particularly useful in careers such as journalism, law, politics, media, education, medicine and public relations.

I CAN FIND OUT MORE INFORMATION BY: Contact Miss Walsh swalsh@wykhampark-aspirations.org

<https://www.aqa.org.uk/subjects/religious-studies/as-and-a-level/religious-studies-7062>

Philosophy & Ethics

continued

A-Level AQA

Component 1	Component 2
<p>Section A: Philosophy of religion</p> <ul style="list-style-type: none">• Arguments for the existence of God• Evil and suffering• Religious experience• Religious language• Miracles• Self and life after death. <p>Section B: Ethics and religion</p> <ul style="list-style-type: none">• Ethical theories• Issues of human life and death• Issues of animal life and death• Introduction to meta ethics• Free will and moral responsibility• Conscience• Bentham and Kant.	<p>Section A: Religion</p> <ul style="list-style-type: none">• Sources of wisdom and authority• God/gods/ultimate reality• Self, death and the afterlife• Good conduct and key moral principles• Expression of religious identity• Religion, gender and sexuality• Religion and science• Religion and secularisation <p>Section B: The dialogue between philosophy of religion and religion.</p> <p>How religion is influenced by, and has an influence on philosophy of religion in relation to the</p> <p>Section C: The dialogue between ethical studies and religion.</p> <p>How religion is influenced by, and has an influence on ethical studies in relation to the issues</p> <p>studied.</p>

I CAN FIND OUT MORE INFORMATION BY: Contact Miss Walsh swalsh@wykhampark-aspirations.org

<https://www.aqa.org.uk/subjects/religious-studies/as-and-a-level/religious-studies-7062>

Physics

A-Level AQA

Course entry requirements: Science Grade 6-6 **or** GCSE Biology Grade 6.

OVERVIEW OF COURSE: The course is taught over two years with AS exams at the end of the first year. The exams at the end of the second year make up 100% of the A-Level grade and can cover any topic of the full two years. There is no coursework now, but there is a separate qualification for the practical endorsement. Developing practical skills is an integral part of the course and they are used to make sure students are confident with the techniques and understanding of Physics. The course is broken up into 8 teaching units across 2 years. The units studied are:

First Year:

- **Module 1 - Measurements and their errors**
- **Module 2 - Particles and radiation**
- **Module 3 - Waves**
- **Module 4 - Mechanics and materials**
- **Module 5 - Electricity**

Second Year:

- **Module 6 - Further mechanical and thermal physics**
- **Module 7 - Fields and their consequences**
- **Module 8 - Nuclear physics and 1 optional unit**

COURSE DETAILS AND ASSESSMENT INFORMATION:

- AS: Paper 1 – 90 minute exam – 50% of AS Level - Paper 2 – 90 minute exam – 50% of AS Level
- A-Level: Paper 1 – 2 hours – 34% of total A-Level, Paper 2 – 2 hours – 34% of total A-Level, Paper 3 – 2 hours – 32% of total A-Level & Practical Endorsement in Biology. Non-examined, assessed throughout the A-Level based on experiments.
-

WHERE CAN THIS COURSE TAKE ME?

The logic and mathematics skills developed in Physics are relevant to a vast number of careers. It is beneficial in any further scientific work with applications in business, finance and medicine. Below are some of the destinations of our previous students: Mechanical Engineering, University of Bath, Aerospace Engineering, Brunel University, Meteorology, Reading University, Physics and Astronomy, Sussex University

I CAN FIND OUT MORE INFORMATION BY You can contact the school on 01295 251451. For subject specific information contact Mr Chris Colville or email ccolville@wykhampark-aspirations.org Biology AQA A level (7402) Syllabus information can be found at www.aqa.org.uk

Psychology

A-Level AQA

Course entry requirements: GCSE English Language at grade 5, GCSE Mathematics at grade 4, GCSE Science at grade 5. Grade 4 consider alongside other GCSE grades

OVERVIEW OF COURSE: Psychology is the scientific study of human mind and behaviour. This A' level course will introduce you to the major theoretical perspectives currently used in Psychology, and further develop your understanding of why animals and humans behave the way they do.

COURSE DETAILS AND ASSESSMENT INFORMATION:

In the AS level there are six key topics you will study, these are: Social Influence, Memory, Attachment, Approaches in Psychology (inc. Biopsychology), Psychopathology and Research Methods. If students continue to the A level, they will also study: Issues and Debates in Psychology, Cognitive Development, Forensic Psychology and Schizophrenia.

Whether students complete the AS or the A level, Psychology is 100% examination. At AS level, the two examination papers are introductory topics in Psychology and Psychology in Context. Each paper is 90 minutes and is worth 50% of the AS level. The A' level consists of three examination papers. Each are 2 hours long, they are named Introductory Topics in Psychology, Psychology in Context and Issues and Options in Psychology. Each A-level Examination paper is worth 33.3% of the A level.

WHERE CAN THIS COURSE TAKE ME?

Psychology A' level can lead to many different career paths. Students in the past have secured places on courses are varied as Children's Nursing, Social Work, Neuroscience, Criminology, Applied Psychology, Occupational Therapy and Physiotherapy. Psychology is a useful subject due to the need to understand how to work with people.

I CAN FIND OUT MORE INFORMATION BY: You can find out just what types of careers are available in Psychology by accessing the British Psychological Society's careers website available on: [Career options in psychology | BPS](https://www.bps.org.uk/public) <https://www.bps.org.uk/public>

You could also read the AQA specification in full at the following address: <http://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182/specification-at-a-glanc>

Sociology

A-Level AQA specification B

Course entry requirements: GCSE English Language at grade 5

OVERVIEW OF COURSE: The sociology course is a 2 year A-Level course that explores the nature of human society and the issues and problems central to it. Studying sociology gives an insight into social and cultural issues. It will help you develop a critical mind-set that explores issues from different perspectives, promoting an open-minded, analytical approach. With questions like, 'who commits crime and why?' you will find that there are many different ways of exploring this. Sociology is a beautiful discipline that stirs the imagination in a dynamic way that is engaging and rewarding. It also helps develop a host of research, thinking and writing skills that will serve you in many areas of life.

COURSE DETAILS AND ASSESSMENT INFORMATION:

Year 1

- Families and Households
- Education with Research Methods

Year 2

- The Media
- Crime and Deviance with Theory and Methods

A Level Assessment (full A level)

- Paper 1 – Education with Methods – 33% 2hr written exam
- Paper 2 – Topics in Sociology (Families and Households & The Media) – 33% 2hr written exam
- Paper 3 – Crime & Deviance (with Theory and Methods) - 33% 2 hr exam

WHERE CAN THIS COURSE TAKE ME?

Sociology will take you into a host of careers that involve people in society. It is a subject pursued by many entering professions like social work, nursing, medicine and the law. Those interested in joining the police force or teaching will also find this an essential subject. Beyond the obvious careers, it is also useful in areas such as journalism, marketing and advertising.

I CAN FIND OUT MORE INFORMATION BY Contacting Mr Daniel Butcher (Head of Sociology).
dbutcher@wykhampark-aspirations.org

Spanish

A-Level AQA

Course entry requirements: Grade 6 or above at GCSE. We also recommend that you will have achieved a Grade 5 or above in English. This is an important requirement due to the literary content of this course.

OVERVIEW OF COURSE: This course will develop skills in a variety of ways. You will increase your knowledge of the Spanish-speaking world in terms of its cultural, literary and social context. You will learn to be accurate (through the study of grammar) and articulate (through the learning of extensive new vocabulary). You will be discussing and presenting complex facts, ideas and opinions in both written and spoken form. You will develop a good understanding of the language and will manipulate it to become an independent, confident linguist.

COURSE DETAILS AND ASSESSMENT INFORMATION:

<u>Content:</u> This is likely to include the following topics and themes	<u>Assessment</u>
<ul style="list-style-type: none">• <u>Current trends and issues in the Spanish-speaking world</u> (e.g. family, stereotypes, equality, communication technology, law and order, education and work) <u>Artistic culture in the Spanish-speaking world:</u> (e.g. media, television, film and music, festivals and traditions)• <u>Aspects of political life in the Spanish-speaking world:</u> (e.g. political systems and impact of politics on the individual and society)• <u>Works:</u> Literary texts and films as per the list prescribed by the exam board.• <u>Individual research project:</u> based on an aspect of Spanish-speaking society (for the speaking exam)	<ol style="list-style-type: none">1. There will be 3 exam papers:2. Listening, reading and writing/translation paper (worth 40% of the overall grade) Writing (worth 30% of the overall grade) essay writing in Spanish based on literary texts and films studied and translation.3. Speaking (worth 30% of the overall grade)

WHERE CAN THIS COURSE TAKE ME? A successful student of A level languages would be fully prepared to study BA in Modern Languages at university. This may be the one(s) you have studied to A-Level or perhaps a new one, such as Arabic, Russian or Mandarin. Doing a languages degree gives you the fantastic opportunity to spend up to a year abroad in order to really hone your linguistic skills and to gain a deeper understanding of the culture. Alternatively, you may wish to specialise in another subject after A Levels. Studying a foreign language to either A-Level or degree level can lead to so many varied and perhaps surprising career opportunities. The most obvious language specific careers are interpreting, translation and teaching. However, employers from so many more fields are seeking employees who are able to demonstrate good linguistic skills in their daily work. Examples are: Media and publishing, Business, consulting and management (working with international clients and managing global business connections), Marketing, advertising and PR, Public service

I CAN FIND OUT MORE INFORMATION BY: Logging on to www.aqa.org.uk, or email Mrs Graver at cgraver@wykhampark-aspirations.org