

# Banbury Aspirations Campus



Sixth Form  
2024



  
**Ofsted**  
Outstanding  
Provider

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# Introduction

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 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.

Jayne Jones  
Assistant Principal  
Head of Banbury Aspirations Campus Sixth Form



# Higher Education and next steps guidance

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## 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.

## 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.**

## Oxbridge 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.







## 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.

## 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.

## 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 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.

# the learning environment



# supporting your education and next steps

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## Trips & 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

## Sixth Form Common Room

The common room is a space only for Sixth Form students. The common room has facilities for students to make hot drinks and there is the use of a fridge and microwave. Students are able to purchase food in the buttery at break and lunch time. Free School Meals are available for students who are eligible.

## 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, the Sixth Form introduced volunteering in the community. Year 12 students take part in various local community projects. This is always a fantastic success. Projects have included:

- Cleaning up playgrounds
- Gardening in a residential home
- Supporting events and activities for vulnerable and disabled people
- Clearing and supporting with community centres
- Grafting in the community gardens
- Supporting local primary schools



# Volunteering

# The Two Year Level 3 Programme

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## Who can apply?

The Banbury Aspirations Campus Sixth Form two year programme is open to students who have achieved at least 5 grade 5's or more at GCSE (or equivalent qualifications) including English and Maths. They also need to have achieved the entry requirements for their chosen Level 3 subjects.

## 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.

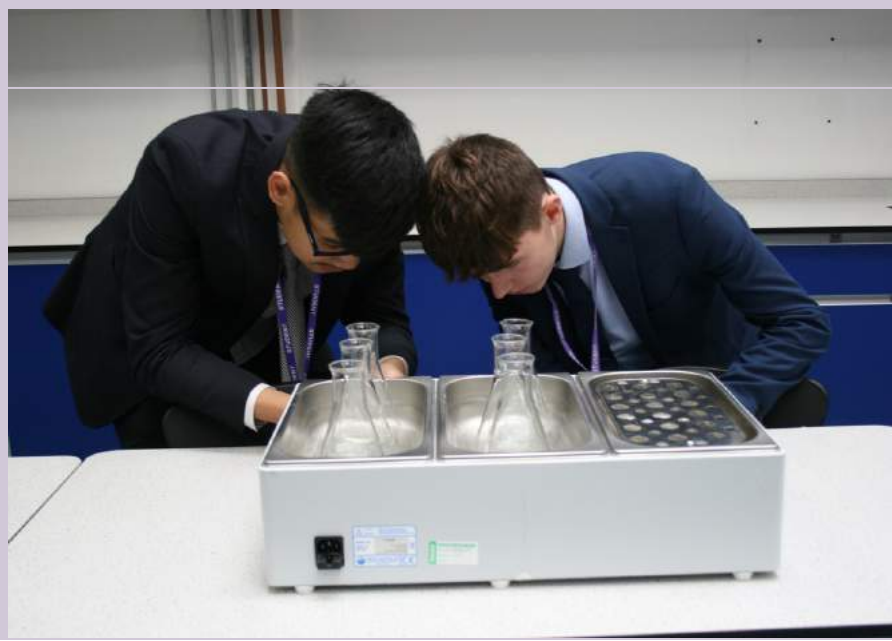
**Year 12: Three  
Level 3  
Qualifications +  
Aspirations  
Employability  
Diploma**

## The programme

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.









# Aspirations Employability Diploma

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.

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 programme on key professional and employability skills. There are then four projects undertaken across the year 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 promotes team working skills and changes how students approach problems" Shane

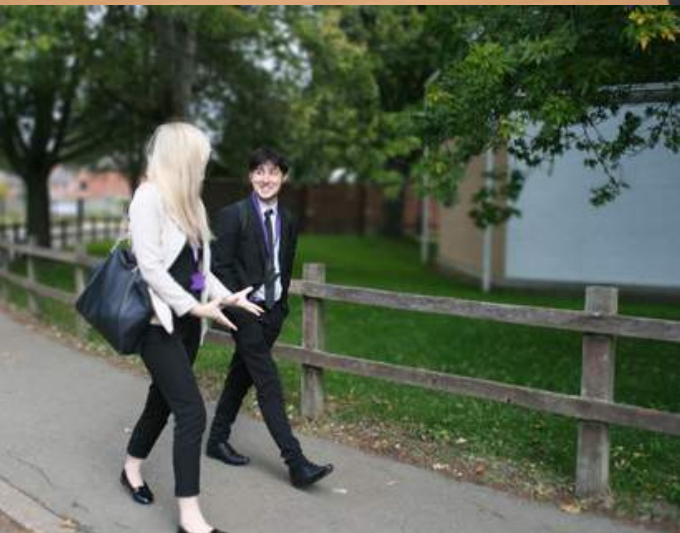


"AED has allowed me to develop transferable business skills which i can use in my future career"

Feng

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

Kerstin



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

Kerstin

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

Kerstin

# What our students say about AED



# Aspirations Employability Diploma

## EMPLOYERS AND CONNECTIONS FROM 2021-2022 (SO FAR!)

Jaguar Land Rover

Engineering project

WRAP

Charity and Education project

Rebecca Mileham

Author and writer specialising in science, technology, heritage and culture.



## EMPLOYERS AND CONNECTIONS FROM 2020 TO 2021

London Interdisciplinary School, a new university that has introduced a Bachelor of Arts and Sciences in Interdisciplinary Problems & Methods, the first undergraduate degree of its kind in the UK.

Ms Parnell, director of Enterprise Strategy, Agile and Devops for Fujitsu

Yinch Yeap from Playko

Hannah Wilson from Diverse Ed

Dr Heather Loosemore, Director of Estates at Coventry University and a member of the Association of University Engineers

Dr Elinor Japp, Program director for dental foundation training in Cambridgeshire

## Some of the connections of 2019/20

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



# Aspirations Employability Diploma

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.

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.

LA 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."

## 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



# The Leadership, Engagement and Guidance Programme

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## 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.

## Sixth Form Leadership

Leadership is an integral part of our Sixth Form and alongside our Principal Student we have the following roles:

Diversity Lead

Charity Lead

Academic Lead

KS3 and KS4 Student Lead

Wellbeing Lead

Media and Communications Lead

Each leader in the above roles works with a group of year 12 students supporting them to carry out various activities across the campus, such as, tutoring to KS3 and 4 students, delivery of assemblies, drop in sessions and extra curricular clubs.

Alongside this structure all year 12 students are assigned to a lower school mentor group where they support once a week during mentor time.

## Our community

All students contribute to the Banbury Aspirations community and wider community in many ways. 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.

## Principal student

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.

## 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.









# Student Success

## Our success in 2022



2022 was the first year back to examinations after 2 years of TAG grades during the covid lockdown. We are extremely proud of our students and their resilience and achievements. Below is an overview of some of our successes from 2022 12% A\* - A 37% A\* - B 99% A\* - E Average grade C 31% Distinction or Distinction\* in vocational courses. 100% Pass in vocational courses. Average grade Merit.

- 82% achieved a place at their 1st choice of University
- 18% took a place with their Insurance choice
- Affiya is studying Criminology at Oxford Brookes
- Amy is studying Professional Policing at Nottingham Trent University
- George is studying Mechanical Engineering at Plymouth University
- Hanifah is studying Accounting & Finance at Northampton University
- Shannon is studying Paramedic science at Wolverhampton University
- Maria is studying Medical engineering at Cardiff University
- Husnain is studying foundation Law at Coventry University
- Emily is studying Zoo management at University Centre Reaseheath
- Rhiannon is studying Fashion Journalism at UAL
- Harry Allard is studying Economics
- Hollie secured a job as a cabin crew
- Kieran secured an apprenticeship as a Trainee Accountant
- Saarika is taking a gap year before going to Bristol to study Sociology

## Our success in 2021

A* - A	A* - B	A* - E
42%	65%	100%

Notable achievements:

Libby C- A\*A\*A\* Tia C- A\*A B Scarlett R- AB Dist  
Ethan E- A\*A\*A\* Jess J- A\*A\*A\* Abbie W- A\*A\*B  
James B- AAA\* Rosie J- A\*A\*A Loren W- A Dist Dist\*  
Maha S- A\*AA Iga K- AA Dist Muhammad Y- A\*AB  
Owen S - AAA Emmy L- A\*AB Lily B- AAB  
Holly B- A\*A\*A Sulab M- A\*AA Lucy P- A\*AB Kyle

## Our success in 2020

We are extremely proud of our students and their achievements. Below is an overview of some of our successes from 2020. 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%
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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)



# Where do our students go next?

## Class of 2021

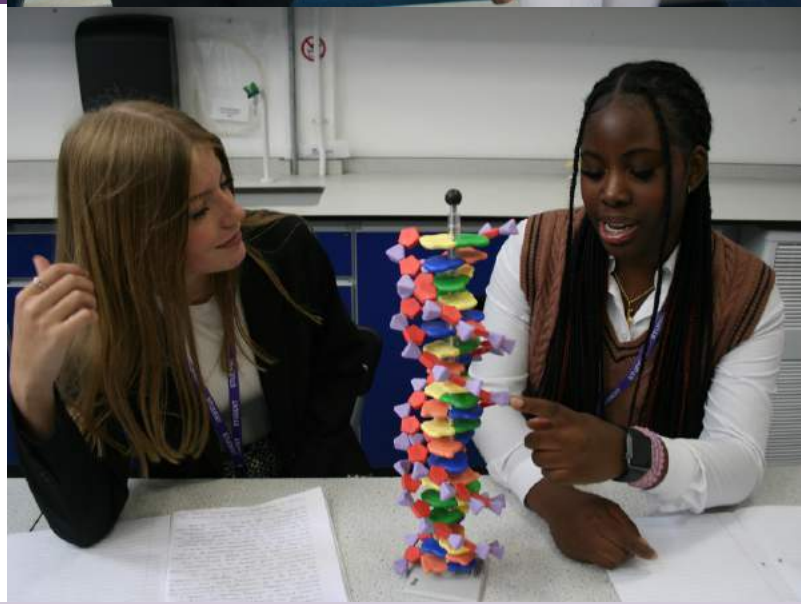
- *Maha is at Warwick University studying Law*
- *Blest is at Donetsk National Medical University studying medicine*
- *James is at Newcastle University studying medicine and surgery*
- *Tia is at University College London studying Pharmacology*
- *Libby & Jess are at Coventry University studying Physiotherapy*
- *Lucy is at the University of Leicester studying Politics and international relations*
- *Anthony is at the University of Gloucestershire studying Geography*
- *Maddie is at the University of Bedfordshire studying Midwifery*
- *Danny Secured an apprenticeship at Norbar*
- *Alex secured a civil service IT apprenticeship*
- *Owen is at Brighton University studying Primary Education with QTS*

## 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*
- *Francis 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*



# 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



# How to apply

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

If you would prefer a paper copy of the application form, please email [kwhite@wykhampark-aspirations.org](mailto: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 you 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](mailto:cberry@wykhampark-aspirations.org)

Post 16 co-ordinator of Aspirations Campus Sixth Form

Lauren Hanson [lhanson@wykhampark-aspirations.org](mailto:lhanson@wykhampark-aspirations.org)

Sixth Form Administrator

Katie White [kwhite@wykhampark-aspirations.org](mailto:kwhite@wykhampark-aspirations.org)







# **A-Level & BTEC Subject Information pages**

# 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, Photogra

Year 1	Year 2
<p>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.</p>	<p><b>Component One: Personal Investigation – 60%.</b></p> <p>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.</p> <p><b>Component Two: Externally Set Assignment – 40%</b></p> <p>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.</p>

### 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 [sixthform@wykhampark-aspirations.org](mailto:sixthform@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:

Year 1	Year 2
<ul style="list-style-type: none"><li>• <b>Module 1 - Biological Molecules</b></li><li>• <b>Module 2 - Cells</b></li><li>• <b>Module 3 - Organisms exchange substances with the environment</b></li><li>• <b>Module 4 - Genetic information, variation and relationships between organisms</b></li></ul>	<ul style="list-style-type: none"><li>• <b>Module 5 - Energy transfers in and between organisms</b></li><li>• <b>Module 6 - Organisms respond to changes in their internal and external environments</b></li><li>• <b>Module 7 - Genetics, populations, evolution and ecosystems</b></li><li>• <b>Module 8 - The control of gene expression</b></li></ul>

### COURSE DETAILS AND ASSESSMENT INFORMATION:

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?

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*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](mailto:ccolville@wykhampark-aspirations.org) Biology AQA A level (7402) Syllabus information can be found at [www.aqa.org.uk](http://www.aqa.org.uk)*



# Business Studies

## A-Level Edexcel

**Course entry requirements:** English Language at Grade 5 or above

### OVERVIEW OF THE COURSE:

Business studies is an exciting and multi-disciplinary course that allows students to understand the world around them, through the use of new stories and discussion of current issues. During the course students will investigate a range of different types and sizes of organisations and the decision they make and strategies they implement. We focus on encouraging students to challenge the content of what they read and offer their opinions.

A Level Business helps students to:

- Develop a critical understanding of business behaviour
- Be aware of ethical dilemmas and responsibilities faced by organisations and individuals
- Acquire a range of skills, including decision making, problem solving, the challenging of assumptions and critical analysis
- Generate enterprising and creative approaches to business problems and issues

### COURSE DETAILS AND ASSESSMENT INFORMATION:

Students study 4 themes:

Theme 1: Marketing and people

Theme 2: Managing Business activities

Theme 3: Business decisions and strategy

Theme 4: Global business

Students are assessed via 3 x 2 hour papers sat at the end of year 2. Paper 1 assesses theme 1 and 4, paper 2 themes 2 and 3 and paper 3 is a synoptic paper

### WHERE CAN THIS COURSE TAKE ME?

A level business is very well respected by employers and universities alike. This course will provide you with a range of transferable skills that will help to prepare you for a range of careers in industry, commerce or public service

# Computer Science

## A-Level AQA

**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 THE 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



# Chemistry

## A-Level OCR Spec A

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

### OVERVIEW OF COURSE:

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:

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. For subject specific information contact Mr Chris Colville or email [ccolville@wykhampark-aspirations.org](mailto:ccolville@wykhampark-aspirations.org) Biology AQA A level (7402) Syllabus information can be found at [www.aqa.org.uk](http://www.aqa.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.

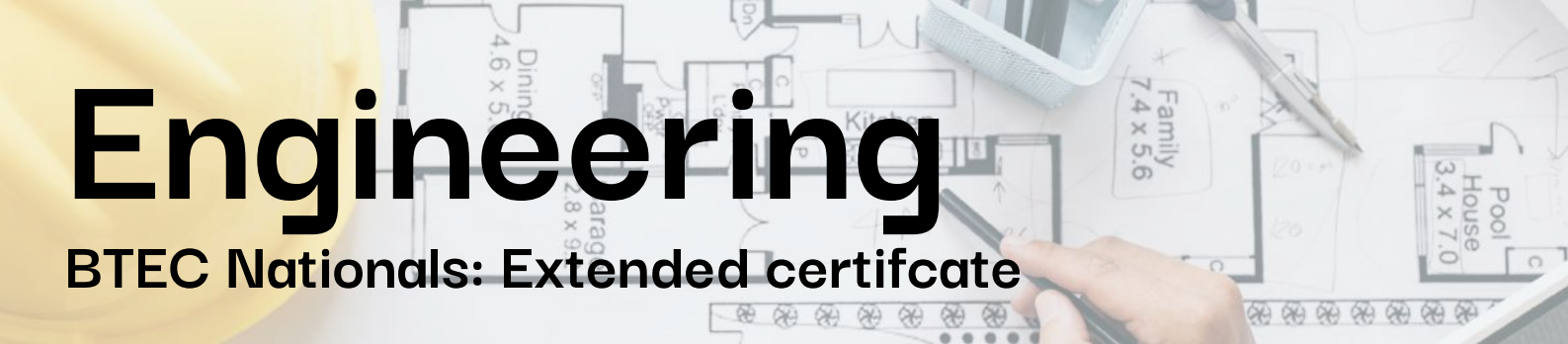
Students are assessed at the end of Year 2 via three 2 hour exams

### 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.

*More information about the course, its requirements and sample material is available online on the OCR website. Alternatively email [jajones@wykhampark-aspirations.org](mailto:jajones@wykhampark-aspirations.org) with questions.*





# Engineering

## BTEC Nationals: Extended certificate

**Course entry requirements:** GCSE Physics Grade 7 OR Maths grade 7

### 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.

*More information about the course, You can contact the school on 01295 251451. or emailing [wallen@wykhampark-aspirations.org](mailto:wallen@wykhampark-aspirations.org)*

# English Language & Literature

## A-Level AQA Spec B

**Course entry requirements:** Grade 6 in English Language or 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.	32 marksOne hourClosed 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.	64 marksTwo hoursClosed 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.	64 marksTwo hoursOpen text written paper	32%
Component Four: Independent Study: Analysing and producing texts	40 marksNon-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](http://www.englishbiz.co.uk), [www.revision-notes.co.uk](http://www.revision-notes.co.uk) . [www.universalteacher.org.uk](http://www.universalteacher.org.uk)



# French

## A-Level AQA



**Course entry requirements:** GCSE French Grade 5 and GCSE English Grade 5.

### OVERVIEW OF COURSE:

You will become a proficient speaker and be able to understand others on a range of topics in French. You will develop your communication skills, problem-solving skills, listening skills, competence in English, increased confidence, the ability to 'think on your feet', translation skills both into and out of French, alongside essay writing skills.

### COURSE DETAILS AND ASSESSMENT INFORMATION:

This qualification is linear, meaning all exams are taken at the end of the course. Assessments will focus on writing, speaking, listening, reading and translation skills.

In Year 12, you will study:

#### Aspects of French-speaking society: current trends

- The changing nature of family
- Cyber-society
- The place of voluntary work

#### Artistic culture in the French-speaking world:

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

Throughout the course of both years, you will study a book and a film.

In Year 13, you will study:

#### 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

### WHERE CAN THIS COURSE TAKE ME?

The opportunity to study languages at university either solely or combined with another subject is an attractive route for many A-level linguists. There are a multitude of courses on offer that focus on literature, history, law, tourism, society, culture, film, politics, art and more. Some of the more popular jobs that benefit from having an A-level in a foreign language include journalism, marketing, tourism, law, politics, teaching, police service, civil service, espionage, intelligence gathering and international relations, as well as finance. Having a qualification in a foreign language is looked upon very favourably by most employers.

# Geography

## A-Level AQA

**Course entry requirements:** English Language and Maths at grade 6 or above and Geography at grade 6 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.

### COURSE DETAILS AND ASSESSMENT INFORMATION:

Paper 1 – Physical Geography 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	Written exam: 2 hours 30 minute120 marks40% of A-level
Paper 2 – Human Geography 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	Written exam: 2 hours 30 minutes120 marks 40% of A- level
Field work -What's assessed 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.	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.



# Health & Social Care

## BTEC Level 3 Extended certificate

### Course entry requirements:

GCSE English Language at grade 4, 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\\_1ss3C.pdf](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_1ss3C.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> or  
contact Mr Bent [jbent@wykhampark-aspirations.org](mailto:jbent@wykhampark-aspirations.org)*



# 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 Contract Law. 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, sufficiently and effectively.

### **COURSE DETAILS AND ASSESSMENT INFORMATION:**

Three written exams - each 2 hours and worth 33.3% of the final grade (no coursework) -

1. Criminal Law (75%) and English Legal System (25%)
2. Tort Law (75%) and English Legal System (25%)
3. Contract Law (75%) and English Legal System (25%)

### **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. Studying 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 also be useful for candidates intending to pursue business careers or careers in journalism or even teaching.

### **I 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](http://www.directgov.uk)
- [www.homeoffice.gov.uk](http://www.homeoffice.gov.uk)
- [www.justice.gov.uk](http://www.justice.gov.uk)
- <http://europa.eu>

# 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 Year 12 students will cover further mathematics, and may be considered to enter the AS level examination if they do not continue into Year 13. This is examined by two written papers. The A level qualification will be taken in four written papers at the end of year 13, two Pure Maths papers, one Decision Maths and one 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.



# Performing Arts

## BTEC Level 3

**Course entry requirements:** Minimum grade 4 in English GCSE, previous Drama, Dance & Music experience (e.g. GCSE/BTEC Level 2 course or other outside qualifications)

### OVERVIEW OF COURSE:

Students taking this qualification will study two mandatory learning and teaching modules:

- Skills Development
- The Performing Arts Industry

The mandatory content allows students to concentrate on the development of their technical performance skills and creation techniques and relate them to the performing arts industry. Much of the content is internally assessed. The two learning and teaching modules are assessed through four assessment units, Units covered

#### Acting Skills Development

- o B4 Exploring Performance Styles
- o B5 Creating Performance Material
- o B6 Performing as an Actor for an Audience

The Performing Arts Industry

- o F16 Planning a Career in the Industry

### COURSE DETAILS AND ASSESSMENT INFORMATION:

B4: Exploring performance styles

1. Apply stylistic conventions to performance material in response to a brief.
2. Apply acting skills and techniques to performance material in response to a brief.
3. Review the stylistic conventions of performance material.

B5: Creating performance material

1. Demonstrate an understanding of acting skills and techniques when creating and developing performance material in response to a brief.
2. Apply acting skills and techniques to the creative process in response to a brief.
3. Apply technical skills when creating performance material.

B6: Performing as an actor for an audience

1. Develop and realise a performance through rehearsal.
2. Review creative decisions made in rehearsal.
3. Apply acting skills and techniques to a performance for an audience.

F16: Planning a career in the industry

1. Understand the development of the performing arts industry.
2. Understand employment opportunities in the performing arts industry.
3. Identify potential opportunities for the future performing arts industry

### WHERE CAN THIS COURSE TAKE ME?

Drama and Theatre Studies can lead to further study in drama, theatre studies and performing arts in a higher education setting, either at degree level, HND level or drama school. It can also lead to apprenticeships with theatre companies and other arts organisations. It helps to build valuable skills that employers will be looking for such as: good communication and interpersonal skills; ability to motivate and take initiative; leadership; reliability/dependability; flexibility; ability to follow instructions; team work; patience: problem solving and adaptability.



# Physical Education

## 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 [lpatt@wykhampark-aspirations.org](mailto:lpatt@wykhampark-aspirations.org) . Course specification also available at: [www.ocr.org.uk](http://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.

### Component 1 -Section A: Philosophy of religion

Arguments for the existence of God - Evil and suffering- Religious experience

- Religious language - Miracles - Self and life after death.

### Component 1 -Section B: Ethics & Religion

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.

### Component 2 -Section A: Religion

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

**Component 2 -Section B:** Religion - The dialogue between philosophy of religion and religion. How religion is influenced by, and has an influence on philosophy of religion in relation to the

**Component 2 Section C:** The dialogue between ethical studies and religion.

## 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.





# Physics

## A-Level AQA

### Course entry requirements:

Science Grade 6-6 or GCSE Physics 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 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:

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 Physics. 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](mailto:ccolville@wykhampark-aspirations.org) Physics AQA A level (7402) Syllabus information can be found at [www.aqa.org.uk](http://www.aqa.org.uk)*



# Psychology

## A-Level AQA

### Course entry requirements:

GCSE English Language at grade 4, GCSE Mathematics at grade 4, GCSE Science at grade 4.

### 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 Psychology, students will study 3 units over the two years, each being worth 33.3% of the final exam.

#### Unit 1 (Year 12):

- Memory
- Social Influence
- Attachments
- Psychopathology

#### Unit 2 (Year 12 & 13):

- Approaches
- Research Methods
- Biopsychology

#### Unit 3 (Year 13):

- Schizophrenia
- Cognitive Development
- Forensic Psychology
- Issues and Debates

### 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 as 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>  
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-glance>*

A background image showing a crowd of people at a protest. Several signs are visible, including "HANDS OFF OUR MEDICAID/MEDICARE", "NATIONAL COFFEE DAY", "BELIEVE ME", "SUPER FRAUDS", and "MAKE AMERICA".

# Sociology

A-Level AQA Spec B

## Course entry requirements:

GCSE English Language at grade 4

## 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 Griffiths (Head of Sociology).  
igriffiths@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:

You will become a proficient speaker and be able to understand others on a range of topics in Spanish. You will develop your communication skills, problem-solving skills, listening skills, competence in English, increased confidence, the ability to 'think on your feet', translation skills both into and out of Spanish, alongside essay writing skills.

### COURSE DETAILS AND ASSESSMENT INFORMATION:

This qualification is linear, meaning all exams are taken at the end of the course. Assessments will focus on writing, speaking, listening, reading and translation skills.

#### In Year 12, you will study:

Aspects of Hispanic society

- Modern and traditional values
- Cyberspace
- Equal rights

Artistic culture in the Hispanic World

- Modern day idols
- Spanish regional identity
- Cultural heritage or cultural landscape

Throughout the course of both years, you will study a book and a film.

#### In Year 13, you will study:

Multiculturalism in Hispanic society

- Immigration
- Racism
- Integration

Aspects of political life in the Hispanic world

- Today's youth, tomorrow's citizens
- Monarchies, republics and dictatorships
- Popular movements

### WHERE CAN THIS COURSE TAKE ME?

The opportunity to study languages at university either solely or combined with another subject is an attractive route for many A-level linguists. There are a multitude of courses on offer that focus on literature, history, law, tourism, society, culture, film, politics, art and more. Some of the more popular jobs that benefit from having an A-level in a foreign language include journalism, marketing, tourism, law, politics, teaching, police service, civil service, espionage, intelligence gathering and international relations, as well as finance. Having a qualification in a foreign language is looked upon very favourably by most employers.



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**Sixth Form**

**Banbury**

**01295 251451 ext 128**



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**<https://www.wykhampark-aspirations.org/sixth-form/apply-now/>**