



TOWNSEND
SIXTH FORM

Subject Information Booklet

2025 - 2027

Welcome to Townsend Sixth Form

This booklet is designed to complement the information you receive about subjects on offer here at Townsend.

Please use this, along with information from your teachers to make an informed choice about your Post 16 pathway.

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Course Descriptions

The following pages contain descriptions of the courses that are available at Townsend Church of England School.

Pathway options and Admissions Criteria

Students can choose one of the following pathways for their post 16 studies

x 3 A Level subjects *including applied subjects*

or

x 1 Vocational subject, equivalent to 3 A Levels

Students can also compliment their studies by additionally selecting

- + Extended Project Qualification or Further Maths

A Level Pathway

- You will need to meet the entry requirements for **all** the subjects that you wish to study at A Level.

Applied Pathway (Criminology & Food Science and Nutrition)

- You will need to meet the entry requirements for all the subjects that you wish to study at Applied Level.

Vocational Pathway (Health and Social Care)

- You will need to meet the entry requirements for Health and Social Care.

We also have an extensive range of subjects available across the Alban Learning Partners Consortium and students that attend the Sixth Form here at Townsend are able to take one subject at one of our consortium partners, providing you meet their entry requirements.

On GCSE results day, Subject Leaders will be available for you to discuss your ability to study their subjects.

Subject specific entry requirements overview – Townsend Subjects

Course	Subject specific minimum GCSE requirements
A Level Art & Design	Grade 5 in Art A portfolio of work which would be grades the equivalent of a Grade 6 to be shown to the Subject Leader before accepting student on to course
A Level Biology	Grade 66 in Combined Science or Grade 666 in Triple Science Grade 6 in Mathematics Grade 5 in English
A Level Business	Grade 5 in Mathematics Grade 5 in English Grade 5 in Business/Economics If Business/Economics was not studied at GCSE, a 5 in related subject e.g History, Geography, RS
A Level Chemistry	Grade 66 for Combined Science or Grade 666 in Triple Science Grade 6 in Mathematics Grade 5 in English
A Level DT Product Design	Grade 5 in Mathematics Grade 5 in Combined Science
A Level Drama & Theatre Studies	Grade 5 in Drama Grade 5 in English If subject was not studied a Grade 5 in English Literature and/or equivalent proof of performance work e.g. LAMDA Grade 5 and above
A Level Economics	Grade 5 in Mathematics Grade 5 in English Grade 5 in Economics/Business If Business/Economics was not studied at GCSE, a Grade 5 in related subject e.g History, Geography, RE
A Level English Literature	Grade 5 in English (Language and Literature)
A Level Fashion and Textiles	Grade 5 in Art Grade 5 in Textiles
A Level Film Studies	Grade 5 English Literature Grade 5 in Media Studies If Media Studies was not studied at GCSE, Grade 5 in English Literature
A Level French	Grade 7 in French

A Level Geography	Grade 5 in Geography Grade 5 in English Grade 5 in Mathematics
A Level Government & Politics	Grade 5 English
A Level History	Grade 6 in History Grade 5 in English If not studied at GCSE, a Grade 6 in a related subject such as English or RS
A Level Mathematics	Grade 7 in Mathematics
A level Further Mathematics	Six or more GCSE grades at 5 - 9 including English Language Grade 7 in GCSE Mathematics
A Level Physical Education	Grade 5 in GCSE Physical Education Grade 5 in Combined Science Also available for students who did not study GCSE PE if meeting the below criteria: Grade 6 in Combined Science Grade 5 in English Language You must be competing in a sport outside of school for at least a year
A Level Physics	Grade 66 in Combined Science or Grade 666 in Triple Science Grade 6 in Mathematics Grade 5 in English
A Level Psychology	Grade 5 in Mathematics or Science Grade 6 in English
A Level RS (Philosophy and Ethics)	Grade 5 in English Grade 5 in Religious Studies (RS) If RS not studied at GCSE a Grade 6 in English
A Level Sociology	Grade 5 in English Grade 5+ in a humanity subject (Geography/History/RS)
Vocational/Applied Subjects	
BTEC Extended Diploma in Health & Social Care (Vocational)	Grade 4 in English Language A keen interest in working in the health and social care sector
A Level (Applied) Criminology	Grade 5 English Language
A Level (Applied) Food Science and Nutrition	Grade 5 in Combined Science

Below are the subject specific course requirements for each pathway, along with guidance of what each course entails.

This can be discussed further with the Subject Leader.

A Level Subjects

A Level subjects are completed over 2 years, with examinations at the end of Year 13. Students typically choose 3 A Levels if they wish to follow this programme of study.

Some students may wish to choose a fourth subject such as an EPQ or Further Mathematics.

UCAS points for A Levels are as follows:

Level Awarded	Points conversion
A*	56 points
A	48 points
B	40 points
C	32 points
D	24 points
E	16 points

GCE Art and Design

LEVEL	SUBJECT TITLE	AWARDING BODY	SPECIFICATION NUMBER
3	Art and Design A Level	AQA	7201/06/7241-46
ENTRY REQUIREMENTS			
Grade 5 in Art			
A portfolio of work which would be the grades the equivalent of a Grade 6 to be shown to the Subject Leader before accepting student on to course			
COURSE CONTENT			
Introduction course – Using sketchbooks, drawing skills and material development.			
There are many study areas which are covered in the two components; thematic enquiry, expressive study, contextual study, problem solving and personal interest are just a few.			
There is also a written element at A2 level.			
LEARNING METHODS AND ASSESSMENT			
<ul style="list-style-type: none"> ● Practical skills involved in recording and developing ideas in a range of appropriate media, techniques and processes ● Critical analysis of evaluation of images and artefacts ● Independent research ● Expression and interpretation of ideas and feelings in visual and other form 			
Tutors will give feedback verbally in the form of tutorials, usually once a week/fortnight. Each lesson, students are assessed verbally. At the end of each project a formal written assessment is given plus a tutorial. Students are asked to use peer assessment and self-assessment to aid learning. Students must devote at least four hours of home study per week to the course and they can also come to the Art department in their study time.			
EXPECTATIONS OF STUDENTS			
You will need an A1 portfolio (or equivalent carry tube), an A3 sketchpad, colour materials e.g. pastel, pencils and some basic paints. This is mainly for homework.			
PROGRESSION ROUTES			
These specifications directly support progression to further and higher education, and provide students with a rich platform to inspire a lifelong interest in Art and Design			
There are over 100 career pathways such as interior design, set design, game designer, special effect related careers, jobs in marketing and advertising.			
SUBJECT LEAD			
Miss F. Bailey			

GCE Biology

LEVEL	SUBJECT TITLE	AWARDING BODY	SPECIFICATION NUMBER
3	Biology A2	OCR	H420
ENTRY REQUIREMENTS			
<p>Grade 66 in Combined Science or Grade 666 in Triple Science</p> <p>Grade 6 in Mathematics</p> <p>Grade 5 in English</p> <p>Students need to have Grade 6 in Biology</p>			
COURSE CONTENT			
<p>There are 4 units covering practical work, foundations in Biology, exchange and transport and biodiversity, evolution and disease covered in year one. In year two we cover communication, homeostasis and energy, genetics, evolution and ecosystems. The A Level looks to build on work done at GCSE as well as introduce some new topics.</p>			
LEARNING METHODS AND ASSESSMENT			
<p>Concepts and ideas are studied through both theoretical and practical work. There are three examinations totalling six hours. There will also be an internally assessed practical award which will be pass or fail based on work done throughout the two years. There will also be a 10% element of mathematics in both examinations.</p>			
EXPECTATIONS OF STUDENTS			
<p>Independent study is an essential part of Biology. Students must be prepared to read around and research the topics being studied using a variety of resources.</p> <p>All students are expected to take part in a one week field course during Year 13.</p>			
PROGRESSION ROUTES			
<p>Biology at post-16 is useful and may be essential to anyone wishing to follow careers involving animals, plants and medicine. The fields of biotechnology and genetics are opening up a whole new range of career opportunities for Biology students.</p> <p>It gives a well-rounded view of the way science affects society and the individual.</p>			
SUBJECT LEAD			
Mrs S. Armitage			

GCE Business

LEVEL	SUBJECT TITLE	AWARDING BODY	SPECIFICATION NUMBER
3	Business A Level	AQA	7132
<p>Grade 5 in Mathematics, Grade 5 in English, Grade 5 in Business or Economics</p> <p>If Business or Economics is not studied at GCSE, a Grade 5 is required in one of History, RS or Geography</p>			
<p>COURSE CONTENT</p> <p>Students will learn why businesses exist and the reasons for choosing and changing business structure. The four key functional areas in business: finance, human resources, operations/production and marketing are studied in detail. Students will learn about how decisions are made regarding these core functions and develop the skills to discuss the impact on the firm of certain decisions. Students will further develop their analytical and evaluation skills, to include analysing the strategic position of a business and choosing and managing strategic change including an international perspective.</p>			
<p>LEARNING METHODS AND ASSESSMENT</p> <p>A range of methods will be used to develop the skills of analysis and evaluation. The emphasis is on learning through case study material that reflects issues faced by firms. Assessment is through external exams.</p> <p>Each paper lasts 2 hours and is worth 33.3% of the overall A Level marks.</p> <p>Paper 1 - A mixture of short answers and extended writing questions.</p> <p>Paper 2 - Three compulsory data response questions.</p> <p>Paper 3 - One compulsory case study (unseen) consisting of approximately 6 questions.</p>			
<p>EXPECTATIONS OF STUDENTS</p> <p>Students should be committed to wider reading, including keeping up to date with current business news through the regular reading of newspapers and journals in addition to watching the news and other relevant business programs.</p>			
<p>PROGRESSION ROUTES</p> <p>The study of Business is a good foundation for a wide variety of careers such as Business Management, Marketing, Hospitality, Customer Services, Accounting, Law, Banking and Administration. Many of the skills learnt are transferable between industries and business issues are often addressed at a European and International level. It will also be useful if you are thinking about setting up your own business or being self-employed in the future.</p>			
<p>SUBJECT LEAD</p> <p>Mrs P. Hill</p>			

GCE Chemistry

LEVEL	SUBJECT TITLE	AWARDING BODY	SPECIFICATION NUMBER
3	Chemistry A Level	OCR	H432
ENTRY REQUIREMENTS			
Grade 6 in Mathematics			
Grade 66 in GCSE Combined Science or 666 in Triple Science			
Grade 6 in Chemistry			
Grade 5 in English			
COURSE CONTENT			
The full course is divided into six taught modules.			
The topics cover a wide area of physical, inorganic and organic chemistry. Ideas met at GCSE are developed further, as well as new concepts being introduced.			
The relevance of and the applications of Chemistry are stressed throughout the course.			
LEARNING METHODS AND ASSESSMENT			
There are a mixture of teaching and learning activities including practical work, using ICT, reading, writing, data-handling and discussion.			
There are three written examinations, two of 2 hours 15 minutes and one of 1 hour 30 minutes.			
There will also be a practical endorsement for A Level Chemistry reported separately.			
Questions will include multiple choice, structured questions and extended response questions covering both theory and practical skills.			
EXPECTATIONS OF STUDENTS			
A number of abstract concepts are introduced during the course and students will be expected to work hard at understanding and applying them.			
Students need to be prepared to study independently and use all resources available to them.			
PROGRESSION ROUTES			
Advanced level Chemistry is a valuable as well as a stimulating course to follow.			
It is essential for those wishing to follow courses in medicine, veterinary science and pharmacy. It is also useful for careers such as engineering, food technology and biochemistry.			
A qualification in Chemistry demonstrates an ability to understand and apply complex ideas.			
SUBJECT LEAD			
Mrs S. Armitage			

GCE Design and Technology: Product Design

LEVEL	SUBJECT TITLE	AWARDING BODY	SPECIFICATION NUMBER
3	Design and Technology: Product Design	AQA	7552
ENTRY REQUIREMENTS			
Grade 5 in Mathematics, Grade 55 or above in Combined Science			
COURSE CONTENT			
<p>Design and Technology subjects are a way in which you can develop your creative, problem solving and analytical skills. Nearly everything we own has a designer involved in its journey and the Product Design course has been designed to encourage candidates to take a broad view of technology and design, to develop their capacity to design and make products and to appreciate the complex relations between design, materials, manufacture and marketing. The course has been designed to be at the forefront of STEM subjects and now has a 15% weighting on Mathematics and Science within design.</p>			
LEARNING METHODS AND ASSESSMENT			
<p>The students are assessed over two written papers and a Non-Examined Assessment piece:</p> <p>Paper 1: Core technical principles and core designing and making principles</p> <ul style="list-style-type: none"> <input type="checkbox"/> Written exam: 2 hours, 25% of A Level <p>Paper 2: Specialist knowledge, technical and designing and making principles</p> <ul style="list-style-type: none"> <input type="checkbox"/> Written exam: 2 hours, 25% of A Level <input type="checkbox"/> Section A: Product Analysis and up to 6 short answer questions based on visual stimulus of product(s) <input type="checkbox"/> Section B: Commercial manufacture and mixture of short and extended response questions <p>Non – exam assessment (NEA): Practical application of technical principles, designing and making principles and specialist knowledge.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Substantial design and make task <input type="checkbox"/> 45 hours <input type="checkbox"/> 50% of A Level 			
EXPECTATIONS OF STUDENTS			
<p>A Level Design and Technology: Product Design requires students to engage in both practical and theoretical study. Reading around the subject, taking an interest in new innovation and technological activity are also expected. A strong interest in designing, making and the ability to work independently.</p>			
PROGRESSION ROUTES			
<p>Design & Technology subjects are useful for a wide variety of courses and career opportunities including Engineering, Architecture, Design/Graphics and Fashion Design and the skills used throughout the independent product study coursework element and the design, make and evaluate project lend themselves to a wide range of other subjects and courses including Art and Design, Product development, game and web design, furniture design and manufacture.</p>			
SUBJECT LEAD			
Mr D. Hill			

GCE Drama and Theatre

LEVEL	SUBJECT TITLE	AWARDING BODY	SPECIFICATION NUMBER
3	Drama and Theatre A Level	AQA	601/8494/2 - 7262
ENTRY REQUIREMENTS			
Grade 5 in English			
Grade 5 in GCSE Drama or equivalent proof of performance work e.g. LAMDA Grade 5 and above			
COURSE CONTENT			
<p>The AQA specification inspires students to become independent theatre makers with the skills they need to go on to higher education, whether that is to study a course in drama and theatre or another subject.</p> <p>The subject content details the knowledge, understanding and skills that students are expected to develop throughout the course of study. In the practical components students may specialise in performing, lighting, sound, set, costume, puppets and/or directing.</p> <p>The subject content for A Level Drama and Theatre is divided into three components:</p> <ol style="list-style-type: none"> 1. Drama and theatre knowledge 2. Creating original drama 3. Making theatre 			
LEARNING METHODS AND ASSESSMENT			
<ul style="list-style-type: none"> ● Practical skills involved in performing or designing for theatre, both text work and devising ● Critical analysis of evaluation of set text and live theatre ● Independent research ● Expression and interpretation of ideas and feelings into performance or design <p>Tutors will give feedback verbally in the form of workshops and rehearsal in lessons. Each lesson, students are assessed verbally. At the end of each project a formal written assessment is given plus verbal/written feedback of performances. Students must devote between two-four hours of home/extra school hours study/rehearsals per week to the course and they can also come to Drama in study time/after school.</p>			
EXPECTATIONS OF STUDENTS			
Copies of set texts, a folder and notebook for all notes and papers from lessons for the course.			
PROGRESSION ROUTES			
<p>These specifications directly support progression to further and higher education, and provide students with a rich platform to inspire a lifelong interest in Theatre and the Arts</p> <p>There is a huge choice of career pathways such as Acting, Directing, Stage Management, Costume/Set/Lighting/Sound/Puppetry design, Theatre/Television Producer, Theatre Management, and many more.</p>			
SUBJECT LEAD			
Mrs V. Coates			

GCE Economics

LEVEL	SUBJECT TITLE	AWARDING BODY	SPECIFICATION NUMBER
3	Economics A – A Level	Edexcel	9EC0
<p>Grade 5 in Mathematics, Grade 5 in English, Grade 5 in Business or Economics If Business or Economics not studied at GCSE, a Grade 5 is required in one of History, RS or Geography</p>			
<p>COURSE CONTENT</p> <p>The syllabus is structured into four themes: Theme 1: Introduction to Markets and Market Failure Theme 2: The UK Economy – Performance and Policies Theme 3: Business Behaviour and the Labour Market Theme 4: A Global Perspective</p> <p>The course offers a thorough grounding in Micro and Macro Economics concepts including: markets and government intervention, business objectives and the labour market, and national and international economic performance.</p>			
<p>LEARNING METHODS AND ASSESSMENT</p> <p>Students build knowledge of core economic concepts and models which are applied to a range of familiar and unfamiliar contexts. A range of methods will be used to develop the skills of analysis and evaluation. The emphasis is on learning through case study material and students will need to apply their knowledge and demonstrate an awareness of current economics events and policies.</p> <p>Assessment is through external exams.</p> <p>All three papers will be examined in the June of the second year.</p> <p>Paper 1 - Section A – Multiple choice and short answer questions and Section B – Data response Paper 2 Section C – Essay question (choice of one from two) Paper 3 - One compulsory data response plus essay question (choice of one from two)</p>			
<p>EXPECTATIONS OF STUDENTS</p> <p>Students need to be prepared to study independently and use all the resources available to them both in and out of the classroom.</p> <p>Students should be committed to wider reading, including keeping up to date with current affairs through the regular reading of newspapers and journals in addition to watching the news and other relevant programs.</p>			
<p>PROGRESSION ROUTES</p> <p>The study of Economics is a good foundation for a wide variety of careers in addition to Economist such as Business Management, Accounting and Finance, Law, Banking and Administration and International Relations.</p>			
<p>SUBJECT LEAD</p> <p>Miss A. Philpott</p>			

GCE English Literature

LEVEL	SUBJECT TITLE	AWARDING BODY	SPECIFICATION NUMBER
3	English Literature A2	AQA	7717
ENTRY REQUIREMENTS			
Grade 5 in English (Language and Literature)			
COURSE CONTENT			
<p>A wide range of rich and powerful texts are studied for English Literature.</p> <p>In Year 12 all of the texts studied link to the genre of Tragedy and include texts such as ‘Othello’ and ‘Death of a Salesman’.</p> <p>Year 13 focuses on ‘Political and Social Protest Writing’ and offers the opportunity for students to build on the skills acquired in Year 12 and develop a deeper understanding of English Literature. It is vital that students are prepared to read around the subject in order to achieve success in the subject.</p>			
LEARNING METHODS AND ASSESSMENT			
<p>Considerable emphasis is placed upon class discussion. Independent study is encouraged. Opportunities for student presentations are frequent and popular. Exams are taken at the end of Yr 13.</p> <p>Yr 12: ‘Othello’. ‘Death of a Salesman’. The poetry of Keats</p> <p>Yr 13: ‘The Kite Runner’. ‘The Handmaid’s Tale’. The poetry of Blake. Unseen extracts.</p> <p>Final examinations:</p> <p>Exam 1: 2 hours 30 minutes 40% of A Level</p> <p>Exam 2: 3 hours 40% of A Level</p> <p>Non-exam assessment: 20% of A Level</p> <p>Assessed by teachers: This consists of two essays totalling 3000 words. Each essay will respond to a different text.</p>			
EXPECTATIONS OF STUDENTS			
<p>As English Literature expects students to think and discuss the texts and ask questions, students are expected to do their own reading and research about texts and authors studied. Students are expected to attend external lectures and theatre trips and visits outside school as appropriate.</p>			
PROGRESSION ROUTES			
<p>English Literature lends itself to a wide range of careers including: media, journalism, publishing and teaching. It is a strong university favourite as English Literature shows that students can communicate effectively in writing and discussion.</p>			
SUBJECT LEAD			
Mrs S. Thompson			

GCE Fashion and Textiles

LEVEL	SUBJECT TITLE	AWARDING BODY	SPECIFICATION NUMBER
3	Fashion and Textiles	AQA	7562
ENTRY REQUIREMENTS			
Grade 5 in Art Grade 5 in Textiles			
COURSE CONTENT			
Throughout the course, students will engage with a wide range of textiles materials and manufacturing processes. The course will cover a wide range of topics, from textiles material properties to the history of design and the work of significant fashion designers. All students will be taught how to use CAD software to support the development of their fashion design ideas, drafting their own patterns and prototypes and will have access to the equipment required to manufacture their chosen ideas.			
LEARNING METHODS AND ASSESSMENT			
Paper 1			
Technical Principles Written Exam: 2.5 Hours 30% of A Level			
Paper 2			
Designing and making principles Written Exam: 1.5 hours 20% of A Level			
NEA			
Practical application of core technical principles, core designing and making principles and additional specialist knowledge 50% of A Level Students are provided with a workbook for each content area, this will include research tasks, exam questions and consolidation tasks Students will also be provided with home access to fashion software and can develop their skills outside of lesson time			
EXPECTATIONS OF STUDENTS			
A Level DT Fashion and Textiles requires students to engage in both practical and theoretical study.			
PROGRESSION ROUTES			
This course is suitable for students who would like to pursue career paths within the fashion industry, particularly careers in costume design, merchandise, retail buying or fashion design or a higher degree in Fashion at University			
SUBJECT LEAD			
Mrs J. Woodward			

GCE Film Studies

LEVEL	SUBJECT TITLE	AWARDING BODY	SPECIFICATION NUMBER
3	Film Studies A Level	Eduqas	603/1147/2
ENTRY REQUIREMENTS			
Grade 5 in English Literature and Grade 5 in Media Studies If Media Studies not taken at GCSE a minimum of Grade 5 in English Literature			
COURSE CONTENT			
<p>Film Studies is a focused, cohesive and in-depth programme of study of a single art form. Students will study a range of films from different periods of history.</p> <p>Film Studies aims to enable learners to demonstrate knowledge and understanding of:</p> <ul style="list-style-type: none"> ● A diverse range of film, including documentary, film from the silent era, experimental film and short film. ● The significance of film and film practice in national, global and historical contexts. ● Film and its key contexts (including social, cultural, political, historical and technological contexts). ● How films generate meanings and responses. ● Applying critical approaches to film and applying knowledge and understanding of film through either filmmaking or screenwriting. 			
LEARNING METHODS AND ASSESSMENT			
<p>Students are introduced to key concepts through the study of media texts and are introduced to the language of the subject in both practical and analytical assignments. Students are assessed as follows:</p> <p>Component 1: Varieties of film and film making - 35 % of qualification</p> <p>This component assesses knowledge and understanding of six feature-length films. Section A: Hollywood 1930-1990 (comparative study) ; Section B: American film since 2005 /2012 (two-film study) ; Section C: British film since 1995 (two-film study)</p> <p>Component 2: Global filmmaking perspectives - 35% of qualification</p> <p>This component assesses knowledge and understanding of five feature-length films (or their equivalent). Section A: Global film (two-film study) ; Section B: Documentary film; Section C: Film movements – Silent cinema; Section D: Film movements – Experimental film (1960-2001)</p> <p>Component 3: Production - 30% of qualification</p> <p>Learners produce: either a short film (4-5 minutes) or a screenplay for a short film (1600-1800 words) plus a digitally photographed storyboard of a key section from the screenplay</p>			
PROGRESSION ROUTES			
The media and film industry is one of the fastest growing areas of the economy. Film Studies allows students to develop their employability skills within this area.			
SUBJECT LEAD			
Mr R. Potter			

GCE French

LEVEL	SUBJECT TITLE	AWARDING BODY	SPECIFICATION NUMBER
A	French	Edexcel	9FR0
ENTRY REQUIREMENTS			
GCSE French Grade 7			
COURSE CONTENT			
<p>The course is divided into four themes.</p> <p>The four themes address a range of social issues and trends, as well as aspects of the political and artistic culture of France and French-speaking countries.</p> <p>Themes 1, 3, and 4 focus on aspects of society or history of France only.</p> <p>Theme 2 requires students to broaden their knowledge across any Francophone country/countries and/or community/communities.</p>			
LEARNING METHODS AND ASSESSMENT			
<u>Learning Methods:</u>			
A combination of taught lessons in the classroom, access to online resources for study at home and teacher supported independent research by the student on their chosen themes.			
<u>Assessment:</u>			
Paper 1: Listening, reading and translation			
Written examination: 2 hours 40% of the qualification 80 marks			
Content overview			
This paper draws on vocabulary and structures across all four themes.			
Section A: Listening (30 marks) A listening assessment based on a recording, featuring male and female French speakers.			
Section B: Reading (30 marks) A reading assessment based on a variety of text types and genres where students will have to respond to comprehension questions.			
Section C: Translation into English (20 marks) An unseen passage to be translated from French to English.			
Paper 2: Written response to works and translation			
Written examination: 2 hours and 40 minutes 30% of the qualification 120 marks			
Content overview			
This paper draws on the study of two discrete French works: either two literary texts, or one literary text and one film.			
Assessment overview			
This paper includes a translation exercise and two essays on either two literary texts, or one literary text and one film.			

Paper 3: Speaking

Internally conducted and externally assessed

Content overview

Students will be assessed on their ability to use a range of language accurately, communicate and interact effectively, summarise and analyse findings from written sources relating to their research subject, and show knowledge and understanding about the culture and society where the language is spoken.

Assessment overview

Students complete two tasks.

Task 1 is worth 30 marks and Task 2 is worth 42 marks. Task 1 (discussion on a Theme).

Task 2, Part 1 (independent research presentation).

Task 2, Part 2 (discussion on independent research).

EXPECTATIONS OF STUDENTS

Students are expected to have a genuine curiosity about Francophone society and culture as well as an interest in developing their French to an advanced level. They must also be organised and motivated to work independently.

PROGRESSION ROUTES

This qualification can lead to degree level study of French and/ or joint honours study of French with subjects such as Law, History, Business adding an international element to those studies. It is also a useful qualification when applying for jobs/ degree apprenticeships where there is the opportunity for working internationally.

SUBJECT LEAD

Mrs S. Livesey

GCE Geography

LEVEL	SUBJECT TITLE	AWARDING BODY	SPECIFICATION NUMBER
3	Geography A Level	Edexcel	9GEO
ENTRY REQUIREMENTS			
<p>Grade 5 in Geography</p> <p>Grade 5 in Mathematics</p> <p>Grade 5 in English</p> <p>Students must have studied Geography at GCSE to be able to take A Level</p>			
COURSE CONTENT			
<p>The full course is divided into a number of topics split between units studied over two years. The topics cover a wide area of physical and human geography along with other geographical skills.</p> <p>Topics include; tectonic processes and hazards, globalisation, coastal systems, global development, health and human rights, regeneration, water systems and water insecurity, the carbon cycle and energy security and superpowers. The course also develops geographical skills, including statistical analysis tests, extended writing and fieldwork.</p>			
LEARNING METHODS AND ASSESSMENT			
<p>Fieldwork and theoretical work is integrated into the teaching through discussions, case studies and decision-making exercises, as well as a three day field course in Year 12.</p> <p>The course is assessed through written examination and coursework based on fieldwork. Extended prose questions are common to all of the units.</p>			
EXPECTATIONS OF STUDENTS			
<p>The course covers a large range of topics in the first year. Hard work, enthusiasm and commitment to study independently and the use of all resources available is therefore required. Students are expected to write answers to a considerable number of exam questions and essays in order to practise their techniques.</p>			
PROGRESSION ROUTES			
<p>Advanced level Geography develops essential transferable skills for many careers and is favoured by Universities and employers due to the wide skills base the subject develops.</p> <p>It is essential for those wishing to follow courses in environmental sciences. It is also useful for careers such as environmental management, hazards management, surveying, architecture, transport, retail, civil service, tourism and journalism as well as many more subject specific jobs, such as oceanography, volcanology and demographic studies and development related work.</p>			
SUBJECT LEAD			
Mrs M. Buckland			

GCE History

LEVEL	SUBJECT TITLE	AWARDING BODY	SPECIFICATION NUMBER
3	History A Level	EDEXCEL	9HI0
ENTRY REQUIREMENTS			
Grade 5 in English			
Grade 6 in History			
Grade 6 in English or RS if you have not studied History at GCSE			
COURSE CONTENT			
<p>The course is linked through the themes of changing democracies from the eighteenth century to modern day. Students will study Britain transformed 1918-1997; conformity and challenge in the USA 1955-92, Poverty, public health and the state in Britain c1780-1939 and coursework on a historical controversy. The course will also draw on a greater depth and range of content, demonstrate a deeper understanding of historical concepts, develop analysis and judgements that are more effectively substantiated, carry out a historical enquiry that is independently researched and that investigates specific historical questions.</p>			
LEARNING METHODS AND ASSESSMENT			
<p>Lessons use a range of learning methods such as the use of primary and secondary evidence, discussion work, historical enquiries, group tasks and presentations. Independent research and written tasks will also be involved.</p> <p>Students are tested on knowledge, essays, responses to documents from the time, interpreting the views of different historians, group and individual research tasks and oral presentations.</p> <p>Papers 1, 2 and 3 will be assessed through written examination. Unit 4 will be assessed through the completion of a piece of coursework at the end of Year 13.</p>			
EXPECTATIONS OF STUDENTS			
<p>Students are expected to be committed to their studies and to be making progress to meet the demands of A Level History.</p> <p>Students will be required to take an active role in lessons, meet deadlines and carry out independent research. Enthusiasm, curiosity, and willingness to debate is required.</p>			
PROGRESSION ROUTES			
<p>History combines well with most subjects and is highly respected by all universities. It requires the development of the communication of ideas and an understanding of the views of others, analysis and interpretation of evidence and investigative research skills.</p> <p>Employers look favourably on these skills in almost any line of work. Occupations such as law, journalism, education and policing are just some of the areas where History is particularly important.</p>			
SUBJECT LEAD			
Mrs H. Smith			

GCE Mathematics

LEVEL	SUBJECT TITLE	AWARDING BODY	SPECIFICATION NO:
3	Mathematics A Level	EDEXCEL	9MA0
ENTRY REQUIREMENTS			
Grade 7 in Mathematics			
COURSE CONTENT			
<p><u>Pure Mathematics</u>: Proof, Algebra and functions, Coordinate geometry in the (x,y) plane, Sequences and series, Trigonometry, Exponentials and logarithms, Differentiation, Integration, Vectors, Numerical Methods</p> <p><u>Statistics</u>: Statistical sampling, Data presentation and interpretation, Probability, Statistical distributions, Statistical hypothesis testing</p> <p><u>Mechanics</u>: Quantities and units in mechanics, Kinematics, Forces and Newton's laws, Moments</p>			
LEARNING METHODS AND ASSESSMENT			
Five hours a week in lessons plus homework and private study time.			
<p>You will be encouraged to develop independent learning skills through problem solving and research. There will be opportunities for directed learning and class discussion to enable you to develop the correct mathematical knowledge and techniques. The use of ICT techniques and software is central to the statistics element of the course.</p> <p>Assessment is through three examinations which will be taken at the end of Year 13. The papers are equally weighted and each is 2 hours long. Papers 1&2 will cover the Pure Mathematics content, and Paper 3 will cover the Statistics and Mechanics. Calculators are permitted for all examinations.</p>			
EXPECTATIONS OF STUDENTS			
To work with interest and determination throughout the course.			
<p>Students will be set a variety of homework tasks which will usually require them to demonstrate that they can fully apply their mathematical knowledge. They will also be expected to research and investigate some areas of maths by themselves. The best maths students will be self-motivated to acquire a deeper knowledge of the subject.</p>			
PROGRESSION ROUTES			
Mathematics is the most sought after qualification by universities and employers as it shows them you have an analytical mind. Mathematics is important for many careers, including finance, economics, engineering, teaching, information technology, architecture, psychology and scientific research.			
SUBJECT LEAD			
Mr C. Timpson			

GCE Further Mathematics

LEVEL	SUBJECT TITLE	AWARDING BODY	SPECIFICATION NO:
3	Further Mathematics AS	EDEXCEL	8FM0
ENTRY REQUIREMENTS			
Six or more GCSE Grades at 5-9 including English Language A minimum of Grade 7 in GCSE Mathematics			
COURSE CONTENT			
All students have to study Further Pure Mathematics I : Proof, Complex Numbers, Matrices, Further Algebra & Functions, Further Calculus, Further Vectors <i>Then, as a group, they can choose two other units from:</i> Further Pure Mathematics 2 : Complex numbers, Further algebra and functions, Further calculus, Polar coordinates, Hyperbolic functions, Differential equations Further Statistics : Linear regression, Statistical distributions (discrete), Statistical distributions (continuous), Correlation, Hypothesis testing, Chi squared tests Further Mechanics : Momentum and impulse, Collisions, Centres of mass, Work and energy, Elastic strings and springs Decision Mathematics : Algorithms and graph theory, Algorithms on graphs, Algorithms on graphs II, Critical path analysis, Linear programming Where there is no obvious decision for the group, the default option will be Statistics and Mechanics.			
LEARNING METHODS AND ASSESSMENT			
Students will learn in a small group and develop their mathematical skills and knowledge through teacher instruction, structured practice and group discussion. There will also be opportunities to use a variety of ICT techniques and software to understand and visualise the concepts. The course is assessed through 2 written examinations – 1 in Further Pure Mathematics and the other in the chosen units. Each paper is 100 minutes long and calculators may be used.			
EXPECTATIONS OF STUDENTS			
Students are expected to study independently and read further into the concepts. It is essential that students spend the necessary time practising methods to the point that they have the confidence to apply their own knowledge to a variety of problems.			
PROGRESSION ROUTES			
Further Mathematics is an excellent qualification for those who wish to study Mathematics or other numerate subjects at degree level. It will help to improve students' chances and choices when seeking places at University or in employment. It will also help to develop a deeper understanding of the topics in the AS/A2 Mathematics, resulting in improved problem solving skills and examination performance.			
SUBJECT LEAD			
Mr C. Timpson			

GCE Psychology

LEVEL	SUBJECT TITLE	AWARDING BODY	SPECIFICATION NUMBER
3	Psychology A2	AQA	7182
ENTRY REQUIREMENTS			
Grade 6 in English Graded 5 in Mathematics Grade 55 in Combined Science			
COURSE CONTENT			
Five hours a week in a lesson plus homework and private study time. Psychology is defined as the scientific study of human behaviour and mental processes. It aims to describe, explain and predict human behaviour. Paper 1 – Social influences, Memory, Attachments and Psychopathology Paper 2 – Approaches in Psychology, Biopsychology and Research Methods Paper 3 – Issues and Debates, Relationships, Schizophrenia and Forensic Psychology			
LEARNING METHODS AND ASSESSMENT			
Psychology is assessed solely through written examinations in the Summer Term. You will need to be able to communicate well in writing and have a willingness to take on new vocabulary and concepts associated with the subject. You will also be encouraged to develop your skills of oral communication during lessons by way of short presentations to the group.			
EXPECTATIONS OF STUDENTS			
A Level Psychology is very content heavy. Essay writing is an essential part of the course. Students must be prepared to study independently and use resources available to them in and outside the classroom. Good written skills, an enquiring mind, an interest in Science and the motivation to do your best. It is an academic course that you will find interesting, enjoyable and challenging.			
PROGRESSION ROUTES			
Psychology is a social science relevant to many careers, particularly in health, education, social care, marketing, law, advertising and business. It is valued by employers and for entry into a wide range of courses in Higher Education.			
SUBJECT LEAD			
Mrs G. Llewellyn			

GCE Physical Education

LEVEL	SUBJECT TITLE	AWARDING BODY	SPECIFICATION NUMBER
3	Physical Education	OCR	H555
ENTRY REQUIREMENTS			
<p>Grade 5 for GCSE Physical Education and Combined Science</p> <p>However, it is possible to take the course if Physical Education was not taken at GCSE level if you have a 66 in Science. You must be competing in a sport outside of school for at least a year.</p>			
COURSE CONTENT			
<p>The course will be delivered over two years with 3 exams, coursework and practical performance assessed at the end of the 2nd year. It is split into four units;</p> <p>01 – Physiological factors affecting performance</p> <p>02 – Psychological factors affecting performance</p> <p>03 – Socio-cultural factors affecting performance</p> <p>04 – Performance in Physical Education</p>			
LEARNING METHODS AND ASSESSMENT			
<p>During lessons students are required to research and present information on a regular basis, using information and communication technology based resources.</p> <p>Theoretical assessment is by written examination (Paper 1 = 30%, Paper 2 = 20%, Paper 3 = 20%).</p> <p>Practical assessment is through performance and interview (30%).</p>			
EXPECTATIONS OF STUDENTS			
<p>Students should be involved in participating in a sport on a regular basis out of school as a log of competitions needs to be maintained over the two years. They need to be prepared to study independently and use all resources available, both in and out of school.</p>			
PROGRESSION ROUTES			
<p>Physical Education provides a solid foundation for many careers including sports coaching, teaching, physiotherapy, sports psychology and medical sciences.</p>			
SUBJECT LEAD			
Miss M. Jones			

GCE Physics

LEVEL	SUBJECT TITLE	AWARDING BODY	SPECIFICATION NUMBER
3	Physics A2	OCR	H556
ENTRY REQUIREMENTS			
<p>Minimum Grade 66 for GCSE Combined Science or 666 in Triple Science. A minimum Grade of 6 in Physics A minimum Grade 6 in GCSE Mathematics Grade 5 in English</p>			
COURSE CONTENT			
<p>The full course has six teaching modules: Development of practical skills; Foundations; Forces & motion; Electrons, waves & photons; Newtonian world & astrophysics; and Particles & medical physics.</p>			
LEARNING METHODS AND ASSESSMENT			
<p>There are a mixture of teaching and learning activities including practical work, using ICT, reading, writing, data-handling and discussion. There are three written examinations, two of 2 hours 15 minutes and one of 1 hour 30 minutes. There will also be a practical endorsement for A Level Physics reported separately. Questions will include multiple choice, structured questions and extended response questions covering both theory and practical skills.</p>			
PROGRESSION ROUTES			
<p>All types of engineering and applied science careers, teaching, many non-scientific careers which require skills in analysis, logic, data handling, numeracy, presentation, IT, precision and practical techniques.</p>			
EXPECTATIONS OF STUDENTS			
<p>Physics is a practical subject and the ability to work accurately is important. All physics principles are presented in a mathematical context and students are expected to practise problem solving as a major part of their private studies.</p>			
SUBJECT LEAD			
Mrs S. Armitage			

GCE Politics

LEVEL	SUBJECT TITLE	AWARDING BODY	SPECIFICATION NUMBER
3	Politics	EDEXCEL	9GP01
ENTRY REQUIREMENTS			
Grade 5 in English Language			
COURSE CONTENT			
<p>This course comprises 4 units. The course is designed to provide an understanding of how UK political systems work and how it is linked to contemporary concerns and events. It further explores the nature of democracy in the UK and political ideas and beliefs found in the UK. The course explores how the system of politics in the UK compares to the system in the USA.</p> <p>Units</p> <p>1: UK Politics - democracy and political beliefs</p> <p>2: UK Government - the various parts of the UK's system of government</p> <p>3: Comparative Politics - the system of politics in the USA and how it compares to the system of politics in the UK</p>			
LEARNING METHODS AND ASSESSMENT			
<p>A variety of assessments will be used, including short answer questions, stimulus response and extended writing and essays. Exams will take place in all units.</p> <p>Unit 3 and 4 will comprise of synoptic essay questions.</p>			
EXPECTATIONS OF STUDENTS			
<p>A strong interest in the political systems of the UK and USA. Students should wish to gain an understanding of the political beliefs that are at the centre of politics in the modern world.</p>			
PROGRESSION ROUTES			
<p>This course will suit those students who wish to go to University to study politics and related courses such as History, Law, Economics and Journalism.</p>			
SUBJECT LEAD			
Mr S. Bremner			

GCE Religious Studies (Philosophy, Ethics and Development of Christian Thought)

LEVEL	SUBJECT TITLE	AWARDING BODY	SPECIFICATION NUMBER
3	Religious Studies A Level	OCR	H573
ENTRY REQUIREMENTS			
Grade 5 in English Grade 4 in RS If RS is not studied at GCSE then a minimum of Grade 6 in English			
COURSE CONTENT			
There are three units of study; Philosophy of Religion– ancient Greek philosophy, the problem of evil, existence of God, religious experiences, symbol and myth, religious language, and life after death. Ethics– key ethical concepts and their applications to moral issues such as war, euthanasia and genetic engineering. The role of conscience and free will. Developments in Christian Thought– the relationship between religion and society, sources of wisdom and authority and practices which shape and express religious identity.			
LEARNING METHODS AND ASSESSMENT			
The lessons include a variety of approaches; talks, presentations, note taking, DVD viewing and computer research. Assessment is made through class presentations, essay work and note making assignments. At the end of their course of study, students will sit three exams in Philosophy, Ethics and Developments in religious thought.			
EXPECTATIONS OF STUDENTS			
All students are expected to attend all of the lessons. Students will need to complete all of the tasks that are set. This will include note taking, research, contributions to group work, presentations and essays. Students will need to meet deadlines for work that is set. Students will also be expected to contribute to class discussions and debates. Students should have an interest and enthusiasm in exploring moral and religious issues. An open enquiring outlook and willingness to use initiative and work hard are also required.			
PROGRESSION ROUTES			
Philosophy and ethics is an acceptable and popular academic subject for degree level study. Students develop skills of communication, interpersonal and organisational skills. They are encouraged to think creatively, to analyse and criticise arguments and issues. The skills learned and knowledge gained is valuable to any employer.			
SUBJECT LEAD			
Mr F. Ofori			

GCE Sociology

LEVEL	SUBJECT TITLE	AWARDING BODY	SPECIFICATION NUMBER
3	Sociology A Level	AQA	7192
ENTRY REQUIREMENTS			
Grade 5 in English Language and a Grade 5 in a humanities subject (RS, History or Geography)			
COURSE CONTENT			
<p>Students will need to understand the ways in which sociologists work and the varying sociological ideas and perspectives. They will be required to apply that knowledge to a range of key institutions within society. Over the two years' students will study:</p> <p>Family and Households – What are the functions of the family? Who benefits from it? Does it work? Is there a dark side to the family? Does the family support and benefit all members equally? Are women exploited in the family?</p> <p>Education – What is the purpose of our education system? Does it achieve its aims? Why do different groups of students perform more or less well than others?</p> <p>Methods in Context and Theory and Methods - How do different groups of sociologists use different data to inform their research? How do different sociologists believe society is structured and why? Is sociology a science?</p> <p>The Media – How does the media portray different groups? Does it influence us? Who controls the media? Should we trust what we read, see or hear?</p> <p>Crime and Deviance – Is crime out of control? Why do some people commit crime and others not? How do we solve the problem of crime? Why do people take their own life?</p>			
LEARNING METHODS AND ASSESSMENT			
<p>Students will learn through a variety of methods - presentations, discussions, debates, watching videos and researching current topics in the news.</p> <p>Assessment throughout the course is through end of half term tests, trial exams and exam questions. Students sit 3 exams at the end of Year 13, each of which are 2 hours long.</p>			
EXPECTATIONS OF STUDENTS			
<p>Students will be expected to participate in all aspects of learning, including completing weekly homework tasks. Students should have an interest and enthusiasm for understanding society. They might enjoy people watching, be naturally inquisitive or have a desire to understand key issues in society. An ability to debate and think critically is also essential.</p>			
PROGRESSION ROUTES			
<p>Sociology is a well-respected subject that appeals to many universities and employers. It is becoming increasingly influential in fields such as Social Policy – researching and informing government policy.</p>			
SUBJECT LEAD			
Ms L. Gibbons			

Applied Courses

Applied courses are structured in a similar way to A Levels but will be assessed differently.

For example, in Criminology students study 4 units of work, two are externally examined (written exams) and two are undertaken in controlled assessment conditions (coursework).

Each subject we offer here can be related to a specific area of employment.

Each subject will have its own entry requirements and both courses are designed to support those students wishing to move on to further education. They are also designed to develop employability skills in a way in which A Levels do not.

The grading system in Criminology is the same as it is for A Level and will offer UCAS points, i.e A - E.

The grading system in Food Science and Nutrition is the same as Vocational Courses, i.e. Distinction -Pass

Applied Diploma in Criminology

LEVEL	SUBJECT TITLE	AWARDING BODY	SPECIFICATION NUMBER
3	Applied Diploma in Criminology	WJEC	601/6248/X
ENTRY REQUIREMENTS			
Grade 5 in English Language			
COURSE CONTENT			
<p>This is an Applied General qualification. This means it is designed primarily to support learners progressing to university. It has been designed to offer exciting and interesting experiences that focus learning for 16-19 year-old learners and adult learners through applied learning, i.e. through the acquisition of knowledge and understanding in purposeful contexts linked to the criminal justice system.</p> <p>Units:</p> <ul style="list-style-type: none"> 1 Changing Awareness of Crime 2 Criminological Theories 3 From the Crime Scene to the Courtroom 4 Crime and Punishment 			
LEARNING METHODS AND ASSESSMENT			
<p>The following units will be externally assessed:</p> <ul style="list-style-type: none"> Unit 2: Criminological Theories Unit 4: Crime and Punishment <p>Unit 1 and Unit 3 will be internally assessed, but all units must be passed in order to gain qualification</p> <p>Each unit is assessed through one assignment</p>			
EXPECTATIONS OF STUDENTS			
<p>Students are expected to have an interest in all aspects of crime in society. This would include wanting to understand the many different types of crime, how crime is detected and punished, and different theories as to the causes of crime. Students are expected to study 180 hours independently</p>			
PROGRESSION ROUTES			
<p>This course will suit students who wish to progress into law or crime related careers. These would include, for example, careers in the police, law, social work or in crime related research for government departments.</p>			
SUBJECT LEAD			
Mr S. Bremner			

Applied Diploma in Food Science and Nutrition

LEVEL	SUBJECT TITLE	AWARDING BODY	SPECIFICATION NUMBER
3	Food Science & Nutrition	WJEC	601/4552/3
ENTRY REQUIREMENTS			
Grade 5 Combined Science			
COURSE CONTENT			
<p>This is an Applied General qualification. This means it is designed primarily to support learners progressing to university. It is mainly designed for those wanting to pursue careers or learning in related areas such as the food industry production.</p> <p>Although an applied general, and under the A Level category, this course will be marked in D*, D, M, P, but has equal UCAS points to the A Level tariff.</p> <p>Students will think about how foods should be stored, prepared, cooked and served - safely and hygienically and with no detrimental effect on quality. They will think about factors that can contribute to food induced ill-health. Understand how to adapt meals to meet specific dietary needs e.g. food intolerances. Consider why food/ingredients act in a specific way e.g. why does bread rise in the oven. Carry out experiments to explore why foods behave in a certain way. Watch Food related programmes online and/or on TV to research and explore the topics you will cover in class. Read current food, diet related articles online or in newspapers.</p>			
LEARNING METHODS AND ASSESSMENT			
<p>Students will be learning via theory and practical lessons.</p> <p>Unit 1: Meeting Nutritional Needs of Specific Groups (Mandatory)</p> <p>Unit 2: Ensuring Food is Safe to Eat (Mandatory)</p> <p>Unit 3: Experimenting to Solve Food Production Problems (Optional)</p> <p>Unit 4: Current Issues in Food Science and Nutrition (Optional)</p> <p>Learners complete 3 units; 2 optional and 1 mandatory.</p> <p>The course is assessed 50% internally and 50% externally.</p>			
EXPECTATIONS OF STUDENTS			
<p>Students are expected to have a strong interest in food and nutrition. Students need to be organised and complete all work to the best of their ability.</p>			
PROGRESSION ROUTES			
<p>An understanding of food science and nutrition is relevant to many industries and job roles. Care providers and nutritionists in hospitals use this knowledge, as do sports coaches and fitness instructors. Hotels and restaurants, food manufacturers and government agencies also use this understanding to develop menus, food products and policies that support healthy eating initiatives.</p>			
SUBJECT LEAD			
Mrs S. Moore			

Vocational Courses

Vocational courses allow an individual to prepare to be gainfully employed or self employed with requisite skill for a certain industry area.

Vocational courses are studied and assessed differently to A Levels with greater emphasis focussed on completing work to deadlines, however, with some courses, examinations also contribute to the final grade.

If you would like to study a vocational subject, you must have at least a Grade 4 in English (either Language or Literature) and at least 4 Grades 4-9 in other subjects and an average point score of 4.5.

Health and Social Care Grades are awarded through Distinction, Merit and Pass levels. The overall level awarded can then be converted into UCAS points.

Health and Social Care UCAS points conversion

Level Awarded	Points conversion
D*D*D*	168
D*D*D	160
D*DD	152
DDD	144
DDM	128
DMM	112
MMM	96
MMP	80
MPP	64
PPP	48

Extended Diploma in Health and Social Care

LEVEL	SUBJECT TITLE	AWARDING BODY	SPECIFICATION NUMBER
3	Extended Diploma in Health and Social Care	PEARSON	601/7198/4
ENTRY REQUIREMENTS			
Grade 4 in English (either Language or Literature) and at least 4 other 4-9 Grades in other subjects			
COURSE CONTENT			
<u>Extended Diploma in Health and Social Care</u>			
This course has 13 Units of which, 8 are mandatory, 4 are external.			
8 mandatory units – as with the Diploma, plus: 7 – Work Experience in Health and Social Care, 8 – Anatomy and Physiology for Health and Social Care.			
5 Optional units: as with the Diploma, plus Understanding Mental Wellbeing and Assessing Children’s Development Support Needs.			
This course is the equivalent of 3 A Levels and taught over 2 years.			
LEARNING METHODS AND ASSESSMENT			
Learning will take place through theory sessions to gain greater understanding of the Health and Social Care sector. Case studies will be carried out alongside visits with a range of facilities within the health and social care sector to aid the application into real life situations.			
There are external exams and internally and externally marked assignments in both the extended certificate and the diploma.			
EXPECTATIONS OF STUDENTS			
Students should be interested in caring for and supporting others and want to pursue a career in this area.			
PROGRESSION ROUTES			
Students are able to progress to university to study Health and Social Care and would be able to look at careers that involve working in the health and social care industry such as carers for young, old or disabled people.			
SUBJECT LEAD			
Mrs K. Brooks			



TOWNSEND

SIXTH FORM