



**T O W N S E N D**  
**S I X T H F O R M**

**Subject Information Booklet**

2026 - 2028

## 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.

## Table of contents

<b>Welcome to Townsend Sixth Form</b>	<b>2</b>
<b>Course Descriptions</b>	<b>4</b>
<b>Subject specific entry requirements overview – Townsend Subjects</b>	<b>5</b>
<b>A Level Subjects</b>	<b>7</b>
GCE Art and Design	8
GCE Biology	9
GCE Business	10
GCE Chemistry	10
GCE Design and Technology: Product Design	11
GCE Drama and Theatre	12
GCE Economics	14
GCE English Literature	15
GCE Fashion and Textiles	16
GCE Film Studies	17
GCE Geography	18
GCE History	19
GCE Mathematics	19
GCE Further Mathematics	21
GCE Physical Education	22
GCE Physics	23
GCE Politics	24
GCE Psychology	25
GCE Religious Studies	26
GCE Sociology	26
Applied Diploma in Criminology	28
<b>Advanced Academic Qualifications</b>	<b>29</b>
AAQ Health and Social Care	30
AAQ Mental Health	31

## 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 2 A Levels + 1 AAQ

x 1 A Level + 2 AAQ

Students can also compliment their studies by additionally selecting

+ Extended Project Qualification or Further Maths

### Entry Requirements

You will need to meet the entry requirements for **all** the subjects that you wish to study in Sixth Form.

We also have an extensive range of subjects available across the Alban Learning Partner 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, these include Computer Science, French, Classics and Photography, Music, Spanish, Latin, Graphic design, Dance.

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 6 in Art A portfolio of work which would be grades the equivalent of a Grade 6 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 6 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 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 Design and Technology 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 55 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 Geography	Grade 5 in Geography

Course	Subject specific minimum GCSE requirements
	Grade 5 in English Grade 5 in Mathematics
A Level History	Grade 5 in History Grade 5 in English If not studied at GCSE, a Grade 6 in a related subject such as English
A Level Mathematics	Grade 7 in Mathematics
A level Further Mathematics	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 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 Politics	Grade 5 English
A Level Psychology	Grade 5 in Mathematics or Science Grade 5 in English
A Level Religious Studies (Philosophy and Ethics)	Grade 5 in English Grade 5 in Religious Studies (RS) If RS not studied at GCSE a Grade 6 in English AND Grade 5 in any Humanities subject
A Level Sociology	Grade 5 in English Grade 5 in a humanity subject (Geography/History/RS)
A Level (Applied) Criminology	Grade 5 English Language
<b>Advanced Academic Qualifications</b>	
Health & Social Care	Grade 4 in English Language A keen interest in working in the health and social care sector
Mental Health	Grade 4 in English Language
<b>Consortium subjects</b>	
Classics, Computer Science, Dance, French, Graphic design, Latin, Music, Photography, Spanish	

## 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	7201/06/72446
<b>ENTRY REQUIREMENTS</b>			
Grade 6 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			
<b>COURSE CONTENT</b>			
Introduction course– Using sketchbooks, drawing skills and material development.			
There are many study areas which are covered in the two components; thematic enquiry, expressive contextual study, problem solving and personal interest are just a few.			
There is also a written element at A2 level.			
<b>LEARNING METHODS AND ASSESSMENT</b>			
<ul style="list-style-type: none"> <li>• Practical skills involved in recording and developing ideas in a range of appropriate media, techniques and processes</li> <li>• Critical analysis of evaluation of images and artefacts</li> <li>• Independent research</li> <li>• Expression and interpretation of ideas and feelings in visual and other form</li> </ul>			
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.			
<b>EXPECTATIONS OF STUDENTS</b>			
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.			
<b>PROGRESSION ROUTES</b>			
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.			
<b>SUBJECT LEAD</b>			
Miss Bailey			

## GCE Biology

LEVEL	SUBJECT TITLE	AWARDING BODY	SPECIFICATION NUMBER
3	Biology A2	OCR	H420
<b>ENTRY REQUIREMENTS</b>			
Grade 66 in Combined Science or Grade 666 in Triple Science			
Grade 6 in Mathematics			
Grade 6 in English			
Students need to have Grade 6 in Biology			
<b>COURSE CONTENT</b>			
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 course builds on work done at GCSE as well as introduce some new topics.			
<b>LEARNING METHODS AND ASSESSMENT</b>			
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 pass or fail based on work done throughout the two years. There will also be a 10% element of mathematics in both examinations.			
<b>EXPECTATIONS OF STUDENTS</b>			
Independent study is an essential part of Biology. Students must be prepared to read around a research the topics being studied using a variety of resources.			
All students are expected to take part in a one week field course during Year 13.			
<b>PROGRESSION ROUTES</b>			
Biology at post16 is useful and may be essential to anyone wishing to follow careers involving a plants and medicine. The fields of biotechnology and genetics are opening up a whole new range of career opportunities for Biology students.			
It gives a wellfounded view of the way science affects society and the individual.			
<b>SUBJECT LEAD</b>			
Miss Guijarro/Mrs 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 If Business or Economics is not studied at GCSE, a Grade 5 is required in one of History, RS or Geography</p>			
<p><b>COURSE CONTENT</b></p> <p>Students will learn why businesses exist and the reasons for choosing and changing business strategies. 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 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><b>LEARNING METHODS AND ASSESSMENT</b></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 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><b>EXPECTATIONS OF STUDENTS</b></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><b>PROGRESSION ROUTES</b></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 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><b>SUBJECT LEAD</b></p> <p>Mrs Hill</p>			

## GCE Chemistry

LEVEL	SUBJECT TITLE	AWARDING BODY	SPECIFICATION NUMBER
3	Chemistry A Level	OCR	H432
<b>ENTRY REQUIREMENTS</b>			
<p>Grade 6 in Mathematics</p> <p>Grade 6 in GCSE Combined Science</p> <p>Grade 6 in Chemistry</p> <p>Grade 5 in English</p>			
<b>COURSE CONTENT</b>			
<p>The full course is divided into six taught modules.</p> <p>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.</p> <p>The relevance of and the applications of Chemistry are stressed throughout the course.</p>			
<b>LEARNING METHODS AND ASSESSMENT</b>			
<p>There are a mixture of teaching and learning activities including practical work, using ICT, reading, writing, data handling and discussion.</p> <p>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.</p> <p>Questions will include multiple choice, structured questions and extended response questions on both theory and practical skills.</p>			
<b>EXPECTATIONS OF STUDENTS</b>			
<p>A number of abstract concepts are introduced during the course and students will be expected to work hard at understanding and applying them.</p> <p>Students need to be prepared to study independently and use all resources available to them.</p>			
<b>PROGRESSION ROUTES</b>			
<p>Advanced level Chemistry is a valuable as well as a stimulating course to follow.</p> <p>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.</p> <p>A qualification in Chemistry demonstrates an ability to understand and apply complex ideas.</p>			
<b>SUBJECT LEAD</b>			
Miss Guijarro/Mrs Armitage			

## GCE Design and Technology: Product Design

LEVEL	SUBJECT TITLE	AWARDING BODY	SPECIFICATION NUMBER
3	Design and Technology: Product Design	AQA	7552
<b>ENTRY REQUIREMENTS</b>			
Grade 5 in Mathematics, Grade 55 or above in Combined Science			
<b>COURSE CONTENT</b>			
<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, 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>			
<b>LEARNING METHODS AND ASSESSMENT</b>			
<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"> <li>➤ Written exam: 2 hours, 25% of A Level</li> </ul> <p>Paper 2: Specialist knowledge, technical and designing and making principles</p> <ul style="list-style-type: none"> <li>➤ Written exam: 2 hours, 25% of A Level</li> <li>➤ Section A: Product Analysis and up to 6 short answer questions based on visual stimulus of product(s)</li> <li>➤ Section B: Commercial manufacture and mixture of short and extended response questions</li> </ul> <p>Non – exam assessment (NEA): Practical application of technical principles, designing and making principles and specialist knowledge.</p> <ul style="list-style-type: none"> <li>➤ Substantial design and make task</li> <li>➤ 45 hours</li> <li>➤ 50% of A Level</li> </ul>			
<b>EXPECTATIONS OF STUDENTS</b>			
<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>			
<b>PROGRESSION ROUTES</b>			
<p>Design &amp; 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>			
<b>SUBJECT LEAD</b>			
Mr Hill			

## GCE Drama and Theatre

LEVEL	SUBJECT TITLE	AWARDING BODY	SPECIFICATION NUMBER
3	Drama and Theatre A Level	AQA	601/8494/2- 7262
<b>ENTRY REQUIREMENTS</b>			
Grade 5 in English Grade 5 in GCSE Drama or equivalent proof of performance work e.g. LAMDA Grade 5 and above			
<b>COURSE CONTENT</b>			
<p>The AQA specification inspires students to become independent theatre makers with the skills to 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"> <li>1. Drama and theatre knowledge</li> <li>2. Creating original drama</li> <li>3. Making theatre</li> </ol>			
<b>LEARNING METHODS AND ASSESSMENT</b>			
<ul style="list-style-type: none"> <li>• Practical skills involved in performing or designing for theatre, both text work and devising</li> <li>• Critical analysis of evaluation of set text and live theatre</li> <li>• Independent research</li> <li>• Expression and interpretation of ideas and feelings into performance or design</li> </ul> <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>			
<b>EXPECTATIONS OF STUDENTS</b>			
Copies of set texts, a folder and notebook for all notes and papers from lessons for the course.			
<b>PROGRESSION ROUTES</b>			
<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>			
<b>SUBJECT LEAD</b>			
Mrs SurrIDGE/Mrs 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><b>COURSE CONTENT</b></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: market and government intervention, business objectives and the labour market, and national and international economic performance.</p>			
<p><b>LEARNING METHODS AND ASSESSMENT</b></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 studies and students will need to apply their knowledge and demonstrate an awareness of current economics events and policies. 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><b>EXPECTATIONS OF STUDENTS</b></p> <p>Students need to be prepared to study independently and use all the resources available to them 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><b>PROGRESSION ROUTES</b></p> <p>The study of Economics is a good foundation for a wide variety of careers. In addition to Economics such as Business Management, Accounting, Finance, Law, Banking and Administration and International Relations.</p>			
<p><b>SUBJECT LEAD</b></p> <p>Mrs Hill</p>			

## GCE English Literature

LEVEL	SUBJECT TITLE	AWARDING BODY	SPECIFICATION NUMBER
3	English Literature A2	AQA	7717
<b>ENTRY REQUIREMENTS</b>			
Grade 5 in English (Language and Literature)			
<b>COURSE CONTENT</b>			
<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' 'Death of a Salesman'.</p> <p>Year 13 focuses on 'Political and Social Protest Writing' and offers the opportunity for students to develop the skills acquired in Year 12 and develop a deeper understanding of English Literature. It is expected that students are prepared to read around the subject in order to achieve success in the subject.</p>			
<b>LEARNING METHODS AND ASSESSMENT</b>			
<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>			
<b>EXPECTATIONS OF STUDENTS</b>			
<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 encouraged to attend external lectures and theatre trips and sit outside school as appropriate.</p>			
<b>PROGRESSION ROUTES</b>			
<p>English Literature lends itself to a wide range of careers including: media, journalism, publishing, teaching. It is a strong university favourite as English Literature shows that students can communicate effectively in writing and discussion.</p>			
<b>SUBJECT LEAD</b>			
Mrs Thompson			

## GCE Fashion and Textiles

LEVEL	SUBJECT TITLE	AWARDING BODY	SPECIFICATION NUMBER
3	Fashion and Textiles	AQA	7562
<b>ENTRY REQUIREMENTS</b>			
Grade 5 in Art Grade 5 in Textiles			
<b>COURSE CONTENT</b>			
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.			
<b>LEARNING METHODS AND ASSESSMENT</b>			
<b>Paper 1</b>			
Technical Principles Written Exam: 2.5 Hours 30% of A Level			
<b>Paper 2</b>			
Designing and making principles Written Exam: 1.5 hours 20% of A Level			
<b>NEA</b>			
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, exercises, questions and consolidation tasks Students will also be provided with home access to fashion software and can develop their skills outside of lesson time			
<b>EXPECTATIONS OF STUDENTS</b>			
A Level DT Fashion and Textiles requires students to engage in both practical and theoretical study.			
<b>PROGRESSION ROUTES</b>			
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 education in Fashion at University			
<b>SUBJECT LEAD</b>			
Mrs Woodward			

## GCE Film Studies

LEVEL	SUBJECT TITLE	AWARDING BODY	SPECIFICATION NUMBER
3	Film Studies A Level	Eduqas	603/1147/2
<b>ENTRY REQUIREMENTS</b>			
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			
<b>COURSE CONTENT</b>			
<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"> <li>• A diverse range of film, including documentary, film from the silent era, experimental film and short film.</li> <li>• The significance of film and film practice in national, global and historical contexts.</li> <li>• Film and its key contexts (including social, cultural, political, historical and technological contexts).</li> <li>• How films generate meanings and responses.</li> <li>• Applying critical approaches to film and applying knowledge and understanding of film through either filmmaking or screenwriting.</li> </ul>			
<b>LEARNING METHODS AND ASSESSMENT</b>			
<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><b>Component 1: Varieties of film and film making - 35 % of qualification</b></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><b>Component 2: Global filmmaking perspectives - 35% of qualification</b></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><b>Component 3: Production - 30% of qualification</b></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>			
<b>PROGRESSION ROUTES</b>			
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.			
<b>SUBJECT LEAD</b>			
Mr Potter			

## GCE Geography

LEVEL	SUBJECT TITLE	AWARDING BODY	SPECIFICATION NUMBER
3	Geography A Level	Edexcel	9GEO
<p><b>ENTRY REQUIREMENTS</b></p> <p>Grade 5 in Geography Grade 5 in Mathematics Grade 5 in English Students must have studied Geography at GCSE to be able to take A Level</p>			
<p><b>COURSE CONTENT</b></p> <p>The full course is divided into a number of topics split between units studied over two years. They cover a wide area of physical and human geography along with other geographical skills. 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 security and superpowers. The course also develops geographical skills including statistical analysis tests, extended writing and fieldwork.</p>			
<p><b>LEARNING METHODS AND ASSESSMENT</b></p> <p>Fieldwork and theoretical work is integrated into the teaching through discussions, case studies, decision-making exercises, as well as a three day field course in Year 12. The course is assessed through written examination and coursework based on fieldwork. Extended prose questions are common to all of the units.</p>			
<p><b>EXPECTATIONS OF STUDENTS</b></p> <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 examination questions and essays in order to practise the techniques.</p>			
<p><b>PROGRESSION ROUTES</b></p> <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. It is essential for those wishing to follow courses in environmental sciences. It is also useful for such as environmental management, hazards management, surveying, architecture, transport, service, tourism and journalism as well as many more subject specific jobs, such as oceanography, volcanology and demographic studies and development related work.</p>			
<p><b>SUBJECT LEAD</b></p> <p>Mr Dawson/Mrs Smith</p>			

## GCE History

LEVEL	SUBJECT TITLE	AWARDING BODY	SPECIFICATION NUMBER
3	History A Level	EDEXCEL	9HI0
<b>ENTRY REQUIREMENTS</b>			
Grade 5 in English			
Grade 5 in History			
Grade 5 in English or RS if you have not studied History at GCSE			
<b>COURSE CONTENT</b>			
<p>The course is linked through the themes of changing democracies from the eighteenth century to modern day. Students will study Britain transformed 1918-1970; conformity and challenge in the US 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 understanding of historical concepts, develop analysis and judgements that are more effectively substantiated, carryout a historical enquiry that is independently researched and that investigate specific historical questions.</p>			
<b>LEARNING METHODS AND ASSESSMENT</b>			
<p>Lessons use a range of learning methods such as the use of primary and secondary evidence, work, historical enquiries, group tasks and presentations. Independent research and written tasks also be involved.</p> <p>Students are tested on knowledge, essays, responses to documents from the time, interpreting 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 completion of a piece of coursework at the end of Year 13.</p>			
<b>EXPECTATIONS OF STUDENTS</b>			
<p>Students are expected to be committed to their studies and to be making progress to meet the requirements 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>			
<b>PROGRESSION ROUTES</b>			
<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, 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>			
<b>SUBJECT LEAD</b>			
Mr Dawson/Mrs Smith			

## GCE Mathematics

LEVEL	SUBJECT TITLE	AWARDING BODY	SPECIFICATION NO:
3	Mathematics A Level	EDEXCEL	9MA0
<b>ENTRY REQUIREMENTS</b>			
Grade 7 in Mathematics			
<b>COURSE CONTENT</b>			
<p><u>Pure Mathematics</u> Proof, Algebra and functions, Coordinate geometry in the (x,y) plane, Sequences, Trigonometry, Exponentials and logarithms, Differentiation, Integration, Vectors, Numerical Methods</p> <p><u>Statistics</u> Statistical sampling, Data presentation and interpretation, Probability, Statistical distribution, Statistical hypothesis testing</p> <p><u>Mechanics</u> Quantities and units in mechanics, Kinematics, Forces and Newton's laws, Moments</p>			
<b>LEARNING METHODS AND ASSESSMENT</b>			
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&amp;2 will cover the Pure Mathematics content. Paper 3 will cover the Statistics and Mechanics. Calculators are permitted for all examinations.</p>			
<b>EXPECTATIONS OF STUDENTS</b>			
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 they can fully apply their mathematical knowledge. They will also be expected to research and investigate some areas of maths by themselves. The best mathematics students will be self-motivated to acquire a deeper knowledge of the subject.</p>			
<b>PROGRESSION ROUTES</b>			
<p>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.</p>			
<b>SUBJECT LEAD</b>			
Mr Timpson			

## GCE Further Mathematics

LEVEL	SUBJECT TITLE	AWARDING BODY	SPECIFICATION NO:
3	Further Mathematics AS	EDEXCEL	8FM0
<b>ENTRY REQUIREMENTS</b>			
Six or more GCSE Grades at 5 including English Language A minimum of Grade 7 in GCSE Mathematics			
<b>COURSE CONTENT</b>			
<p>All students have to study <b>Further Pure Mathematics 1</b> : Proof, Complex Numbers, Matrices, Further Algebra &amp; Functions, Further Calculus, Further Vectors</p> <p><i>Then, as a group, they can choose two other units from:</i></p> <p><b>Further Pure Mathematics 2</b> : Complex numbers, Further algebra and functions, Further calculus Polar coordinates, Hyperbolic functions, Differential equations</p> <p><b>Further Statistics:</b> Linear regression, Statistical distributions (discrete), Statistical distributions (continuous), Correlation, Hypothesis testing, Chi squared tests</p> <p><b>Further Mechanics:</b> Momentum and impulse, Collisions, Centres of mass, Work and energy, E strings and springs</p> <p><b>Decision Mathematics:</b> Algorithms and graph theory, Algorithms on graphs, Algorithms on graphs II, Critical path analysis, Linear programming</p> <p>Where there is no obvious decision for the group, the default option will be Statistics and Mechanics</p>			
<b>LEARNING METHODS AND ASSESSMENT</b>			
<p>Students will learn in a small group and develop their mathematical skills and knowledge through teacher instruction, structured practice and group discussion.</p> <p>There will also be opportunities to use a variety of ICT techniques and software to understand and visualise the concepts.</p> <p>The course is assessed through 2 written examinations in Further Pure Mathematics and the other in the chosen units. Each paper is 100 minutes long and calculators may be used.</p>			
<b>EXPECTATIONS OF STUDENTS</b>			
Students are expected to study independently and read further into the concepts. It is essential 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.			
<b>PROGRESSION ROUTES</b>			
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 applying for 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.			
<b>SUBJECT LEAD</b>			
Mr Timpson			

## GCE Physical Education

LEVEL	SUBJECT TITLE	AWARDING BODY	SPECIFICATION NUMBER
3	Physical Education	OCR	H555
<b>ENTRY REQUIREMENTS</b>			
<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>			
<b>COURSE CONTENT</b>			
<p>The course will be delivered over two years with 3 exams, coursework and practical performance assessed at the end of the 2<sup>nd</sup> year. It is split into four units;</p> <p>01 – Physiological factors affecting performance</p> <p>02 – Psychological factors affecting performance</p> <p>03 – Sociocultural factors affecting performance</p> <p>04 – Performance in Physical Education</p>			
<b>LEARNING METHODS AND ASSESSMENT</b>			
<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>			
<b>EXPECTATIONS OF STUDENTS</b>			
<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>			
<b>PROGRESSION ROUTES</b>			
<p>Physical Education provides a solid foundation for many careers including sports coaching, teaching, physiotherapy, sports psychology and medical sciences.</p>			
<b>SUBJECT LEAD</b>			
Miss Jones			

## GCE Physics

LEVEL	SUBJECT TITLE	AWARDING BODY	SPECIFICATION NUMBER
3	Physics A2	OCR	H556
<b>ENTRY REQUIREMENTS</b>			
<p>Minimum Grade 66 for GCSE Combined Science <del>600</del> in Triple Science.            A minimum Grade of 6 in Physics            A minimum Grade 6 in GCSE Mathematics            Grade 5 in English</p>			
<b>COURSE CONTENT</b>			
<p>The full course has six teaching modules: Development of practical skills; Foundations; Forces            Electrons, waves &amp; photons; Newtonian world &amp; astrophysics; and Particles &amp; medical physics.</p>			
<b>LEARNING METHODS AND ASSESSMENT</b>			
<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>			
<b>PROGRESSION ROUTES</b>			
<p>All types of engineering and applied science careers, teaching, many scientific careers which require skills in analysis, logic, data handling, numeracy, presentation, IT, precision and practical techniques.</p>			
<b>EXPECTATIONS OF STUDENTS</b>			
<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 part of their private studies.</p>			
<b>SUBJECT LEAD</b>			
Miss Guijarro/Mrs Armitage			

## GCE Politics

LEVEL	SUBJECT TITLE	AWARDING BODY	SPECIFICATION NUMBER
3	Politics	EDEXCEL	9GP01
<b>ENTRY REQUIREMENTS</b>			
Grade 5 in English Language			
<b>COURSE CONTENT</b>			
<p>This course comprises 3 units. The course is designed to provide an understanding of how UK systems work and how it is linked to contemporary concerns and events. It further explores the 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>			
<b>LEARNING METHODS AND ASSESSMENT</b>			
<p>A variety of assessments will be used, including short answer questions, stimulus response and writing and essays. Exams will take place in all units.</p> <p>Unit 2 and 3 will comprise of synoptic essay questions.</p>			
<b>EXPECTATIONS OF STUDENTS</b>			
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.			
<b>PROGRESSION ROUTES</b>			
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.			
<b>SUBJECT LEAD</b>			
Mr Bremner			

## GCE Psychology

LEVEL	SUBJECT TITLE	AWARDING BODY	SPECIFICATION NUMBER
3	Psychology A2	AQA	7182
<b>ENTRY REQUIREMENTS</b>			
Grade 5 in English			
Graded 5 in Mathematics			
Grade 55 in Combined Science			
<b>COURSE CONTENT</b>			
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			
<b>LEARNING METHODS AND ASSESSMENT</b>			
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.			
<b>EXPECTATIONS OF STUDENTS</b>			
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 out of 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.			
<b>PROGRESSION ROUTES</b>			
Psychology is a social science relevant to many careers, particularly in health, education, social media, marketing, law, advertising and business. It is valued by employers and for entry into a wide range of courses in Higher Education.			
<b>SUBJECT LEAD</b>			
Mrs Llewellyn & Miss Jones			

## GCE Religious Studies

LEVEL	SUBJECT TITLE	AWARDING BODY	SPECIFICATION NUMBER
3	Religious Studies A Level	OCR	H573
<b>ENTRY REQUIREMENTS</b>			
Grade 5 in English			
Grade 5 in Religious Studies (RS)			
If RS not studied at GCSE a Grade 6 in English AND Grade 5 in any Humanities subject			
<b>COURSE CONTENT</b>			
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 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.			
<b>LEARNING METHODS AND ASSESSMENT</b>			
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 Development in religious thought.			
<b>EXPECTATIONS OF STUDENTS</b>			
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.			
<b>PROGRESSION ROUTES</b>			
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 is valuable to any employer.			
<b>SUBJECT LEAD</b>			
Mr Ofori			

## GCE Sociology

LEVEL	SUBJECT TITLE	AWARDING BODY	SPECIFICATION NUMBER
3	Sociology A Level	AQA	7192
<b>ENTRY REQUIREMENTS</b>			
Grade 5 in English Language and a Grade 5 in a humanities subject (RS, History or Geography)			
<b>COURSE CONTENT</b>			
<p>Students will need to understand the ways in which sociologists work and the varying sociologic and perspectives. They will be required to apply that knowledge to a range of key institutions wi society. Over the two years' students will study:</p> <p><b>Family and Households</b> – What are the functions of the family? Who benefits from it? Does it w Is there a dark side to the family? Does the family support and benefit all members equally? Are exploited in the family?</p> <p><b>Education</b> – What is the purpose of our education system? Does it achieve its aims? Why do di groups of students perform more or less well than others?</p> <p><b>Methods in Context and Theory and Methods</b> – How do different groups of sociologists use different data to inform their research? How do different sociologists believe society is structure why? Is sociology a science?</p> <p><b>The Media</b> – How does the media portray different groups? Does it influence us? Who controls media? Should we trust what we read, see or hear?</p> <p><b>Crime and Deviance</b> – Is crime out of control? Why do some people commit crime and others r How do we solve the problem of crime? Why do people take their own life?</p>			
<b>LEARNING METHODS AND ASSESSMENT</b>			
<p>Students will learn through a variety of method presentations, discussions, debates, watching vi and researching current topics in the news.</p> <p>Assessment throughout the course is through end of half term tests, trial exams and exam ques Students sit 3 exams at the end of Year 13, each of which are 2 hours long.</p>			
<b>EXPECTATIONS OF STUDENTS</b>			
<p>Students will be expected to participate in all aspects of learning, including completing weekly h tasks. Students should have an interest and enthusiasm for understanding society. They might people watching, be naturally inquisitive or have a desire to understand key issues in society. An at to debate and think critically is also essential.</p>			
<b>PROGRESSION ROUTES</b>			
<p>Sociology is a well respected subject that appeals to many universities and employers. It is beco increasingly influential in fields such as Social Policy researching and informing government policy.</p>			
<b>SUBJECT LEAD</b>			
Miss Gibbons & Mr Bremner			

## Applied Diploma in Criminology

LEVEL	SUBJECT TITLE	AWARDING BODY	SPECIFICATION NUMBER
3	Applied Diploma in Criminology	WJEC	601/6248/X
<b>ENTRY REQUIREMENTS</b>			
Grade 5 in English Language			
<b>COURSE CONTENT</b>			
<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 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</p> <p>Units:</p> <ul style="list-style-type: none"> <li>1 Changing Awareness of Crime</li> <li>2 Criminological Theories</li> <li>3 From the Crime Scene to the Courtroom</li> <li>4 Crime and Punishment</li> </ul>			
<b>LEARNING METHODS AND ASSESSMENT</b>			
<p>The following units will be externally assessed:</p> <p>Unit 2: Criminological Theories</p> <p>Unit 4: Crime and Punishment</p> <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>			
<b>EXPECTATIONS OF STUDENTS</b>			
<p>Students are expected to have an interest in all aspects of crime in society. This would include 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>			
<b>PROGRESSION ROUTES</b>			
<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>			
<b>SUBJECT LEAD</b>			
Mr S Bremner			

## Advanced Academic Qualifications

AAQs are primarily designed to help students progress to university or other higher education courses. They carry UCAS tariff points, just like A-levels, and are recognized by universities and employers.

Unlike A-levels, which are mostly exam-based, AAQs typically use a blend of external assessments (exams) and internal assessments (coursework, projects, practical assessments, etc.), appealing to students who prefer coursework over final exams.

Students can mix and match AAQs with A Levels, for example, you can choose x2 A Levels and an AAQ or x2 AAQs and an A Level.

Grade	UCAS Tariff points
D*	56
D	48
M	32
P	16

## AAQ Health and Social Care

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

## AAQ Mental Health

LEVEL	SUBJECT TITLE	AWARDING BODY	SPECIFICATION NUMBER
3	AAQ Cambridge Advanced National in Mental Health: Individuals and society (H198)	Cambridge OCR	610/6213/3
<b>ENTRY REQUIREMENTS</b>			
Grade 4 in English (either Language or Literature) and at least 4 other Grades in other subjects			
<b>COURSE CONTENT</b>			
For this qualification, students must complete 5 units:			
<ul style="list-style-type: none"> <li>• Two mandatory externally assessed units</li> <li>• Two mandatory NEA units</li> <li>• One optional NEA unit</li> </ul>			
Exams are 1 hour 15 or 1 hour 45 minutes			
It will develop knowledge, understanding and skills that will help prepare you for progression to undergraduate study when taken alongside other qualifications and are relevant to mental health wellbeing, within the broader health and social care sector			
You might be interested in this qualification if you want a small qualification that builds applied or skills, to take alongside and enhance your A Levels			
This qualification complements A Levels in: • Psychology • Sociology • Business • Health and so			
• Human biology			
<b>LEARNING METHODS AND ASSESSMENT</b>			
The unit grade students achieve is based on the total number of criteria achieved for that unit.			
<ul style="list-style-type: none"> <li>• the total number can come from any combination of the pass, merit or distinction criteria.</li> <li>• students do not have to achieve all criteria for a grade to achieve that grade (e.g. all pass criteria achieve a unit pass).</li> </ul>			
<b>EXPECTATIONS OF STUDENTS</b>			
Students should be interested in caring for and supporting others and want to pursue a career in area.			
<b>PROGRESSION ROUTES</b>			
Students who want to progress onto other related study, such as higher education courses in mental health and wellbeing, public health and community studies, counselling, creative therapeutic practice or environmental health			
<b>SUBJECT LEAD</b>			
Mrs Brooks, Miss Gibbons & Mr Tominey			

