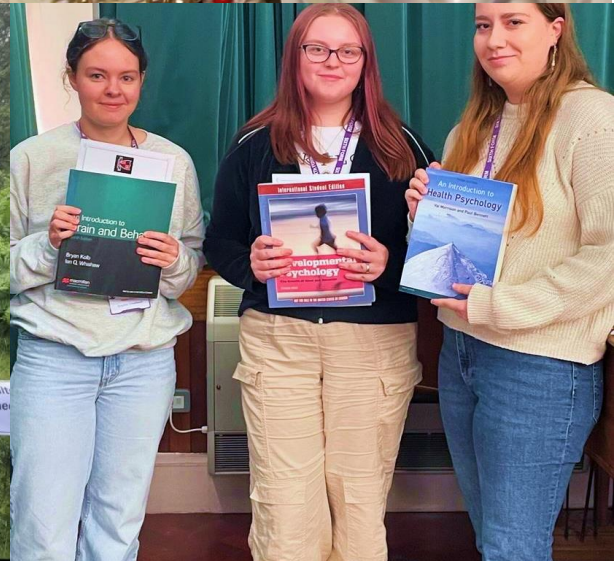




# Walton High School



## Sixth Form Course Guide 2025 – 2027

The Rise, Walton on the Hill, Stafford, ST17 0LJ

Tel: (01785) 334917

School Email: [office@walton.staffs.sch.uk](mailto:office@walton.staffs.sch.uk)

Admissions Email: [sixthform@walton.staffs.sch.uk](mailto:sixthform@walton.staffs.sch.uk)

Website: [www.waltonstaffs.com](http://www.waltonstaffs.com)

Headteacher: Andy Leese

Chair of Governors: Grant Kearns

Director of Sixth Form: Kate Cooper

# Foreword

Welcome to the Walton Sixth Form Course Guide. This is intended to be one of the most vital tools for planning your next steps. As we know it can be a stressful time contemplating what you will need to have planned after your GCSEs in the summer

Some of the decision-making you will have to do will be helped by the advice of teachers and Heads of Departments, by tutors and pastoral staff, by external careers advisors and by the senior management and Sixth Form Heads. With opportunities over the coming weeks for you to seek advice and to research and discuss your options Post 16, you should be able to make a strong and informed set of choices when applying to the Sixth Form.

If you are unsure about which subjects to choose, remember that you can go along to subject talks at our open evening and you can attend taster sessions during our summer induction days. It is perfectly possible to mix subjects from either pathway providing you meet the entry requirements and the blocks match. We will consider every application on its individual merits.

One of the main reasons for choosing Walton is the excellent academic achievements gained by our Sixth Form students whilst here. The teaching you will get and the support you will receive throughout your two years with us will give you every single opportunity to do your best.

The Sixth Form team and teaching staff here at Walton are looking forward to welcoming you and supporting you in your studies and preparation for your next steps in life.

Finally, work as hard as you can on your GCSEs, this is where this whole journey starts: good luck! We look forward to seeing you during this application process and in September.

**Mrs K Cooper**  
**Director of Sixth Form**

# Contents

Foreword from the Director of Sixth Form.....	1
Contents.....	2
<b>Course Outline</b>	
<b>Art &amp; Design .....</b>	<b>3</b>
<b>Biology.....</b>	<b>6</b>
<b>Business Studies .....</b>	<b>8</b>
<b>Chemistry .....</b>	<b>10</b>
<b>Computer Science.....</b>	<b>12</b>
<b>Design and Technology -Product Design.....</b>	<b>13</b>
<b>Design and Technology -Food Science and Nutrition Level 3 Diploma .....</b>	<b>14</b>
<b>Design and Technology – Fashion and Textiles.....</b>	<b>15</b>
<b>Drama and Theatre .....</b>	<b>16</b>
<b>Economics.....</b>	<b>18</b>
<b>English Language and Literature.....</b>	<b>20</b>
<b>English Literature.....</b>	<b>22</b>
<b>Film Studies.....</b>	<b>24</b>
<b>SCIENCE ALTERNATIVE ROUTES .....</b>	<b>26</b>
<b>Medical Science BTEC.....</b>	<b>26</b>
<b>Applied Science BTEC.....</b>	<b>28</b>
<b>Forensic Science &amp; Criminal Investigations.....</b>	<b>30</b>
<b>Geography.....</b>	<b>31</b>
<b>History .....</b>	<b>33</b>
<b>Mathematics .....</b>	<b>34</b>
<b>Further Mathematics.....</b>	<b>36</b>
<b>Core Mathematics .....</b>	<b>38</b>
<b>Media Studies .....</b>	<b>39</b>
<b>Modern Languages (French and German).....</b>	<b>41</b>
<b>Music.....</b>	<b>47</b>
<b>Photography.....</b>	<b>49</b>
<b>Physical Education .....</b>	<b>51</b>
<b>Sport Level 3 BTEC.....</b>	<b>53</b>
<b>Physics .....</b>	<b>55</b>
<b>Psychology.....</b>	<b>56</b>
<b>Religious Studies (Philosophy &amp; Ethics).....</b>	<b>57</b>
<b>Sociology.....</b>	<b>59</b>
<b>Option Blocks 2025 .....</b>	<b>60</b>
<b>Key Dates .....</b>	<b>62</b>



# Art & Design

<b>Awarding body:</b>	AQA
<b>Entry requirements:</b>	Grade 5 or above in Art & Design GCSE
<b>The course is aimed at:</b>	Students who wish to study Art to a higher level. Career opportunities include Graphic Design, Architecture, Textile Design, Publishing, Teaching, etc.
<b>Course:</b>	2 year full A Level



## Description of the Course/Course Structure

In the Art department we offer the following A Level courses:

- Art & Design: Fine Art or Art & Design: Textile Design (students choose one specialism either Fine Art or Textiles)
- Art & Design: Photography

### A-Level Art & Design: Fine Art

A Level Art & Design: Fine Art is a 2-year course with 1 Externally Set Assignment (exam) at the end of the second year. This course is for students who want to study Art to a higher level and is ideal for those who want to go on to study an Art related course at University.

Students who choose the Fine Art course will be introduced to a variety of experiences that explore fine art and mixed media, processes and techniques. Students will have the opportunity to investigate a range of art, craft and design and can explore a combination of the following areas:

- Drawing and painting
- Mixed media, collage, assemblage, textile
- Sculpture and ceramics
- Installation
- Printmaking
- Moving image and photography
- Traditional and new media
- Fashion design and textiles
- Printed and/or dyed fabric and materials
- Domestic textile and wallpaper
- Art Textiles

# Art & Design

The A level Art & Design course is made up of two components that stretch across the 2 years of study. This is the same for both specialisms of Fine Art or Textile Design.

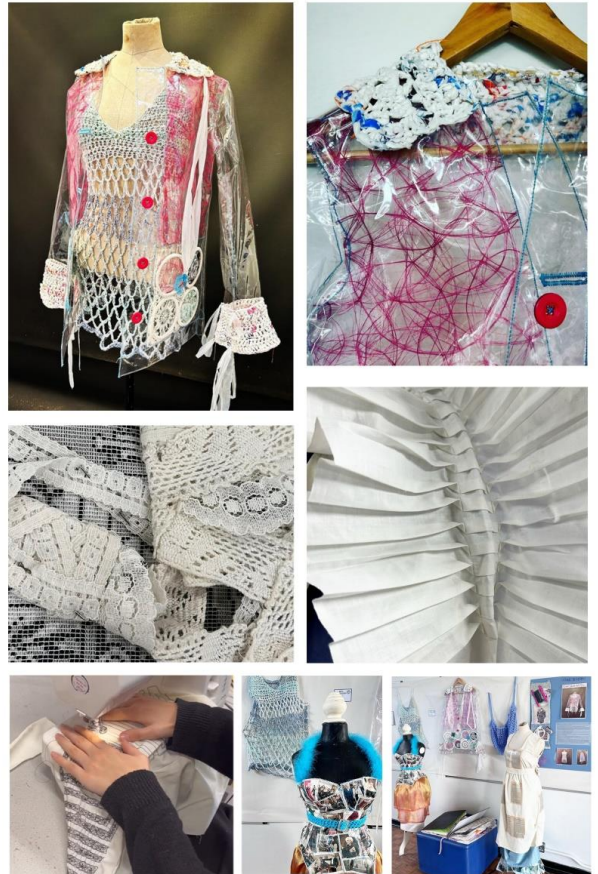
## Component 1 – Personal Investigation (60%)

### 1. Practical work

The personal Investigation is an extended practical project based on a personal response to a theme or starting point. Students will generate ideas and experiment how to express them through a variety of materials and processes. They will develop and refine their ideas through experimentation and research into different techniques, styles of art and the work of other artists. Students document their explorations through the use of sketchbooks/workbooks/journals and larger scale pieces.

### 2. Personal study

This is a separate piece of critical and analytical writing (1000 words) making links to the student's own Personal Investigation, and supported by artist research and references. Through the personal study, students will demonstrate understanding of relevant social, cultural and historical sources. Students will also express personal interpretations or conclusions and use technical and specialist vocabulary.



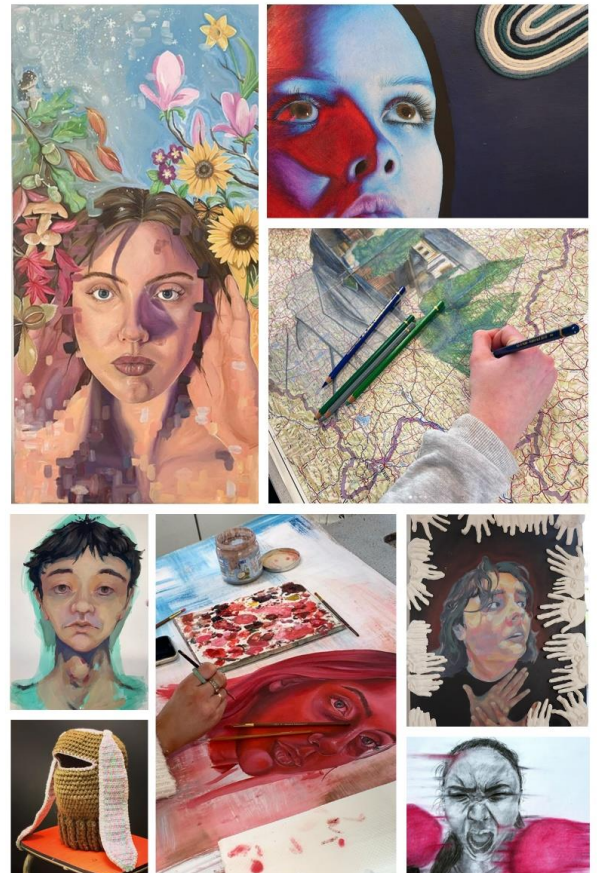
## Component 2 – Externally Set Assignment (40%)

This is an externally set assignment from the exam board. Students will produce another practical project in the same manner as their Personal Investigation, developing their skills to a higher level in response to a starting point set out in the exam paper.

Students will be expected to submit all their preparatory studies (sketchbook work) and an outcome that will be completed in a Controlled Assessment (15 hours).

Both the coursework portfolio and the exam are marked using the same Assessment Objectives:

- AO1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.
- AO2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.
- AO3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.
- AO4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.





# Biology

**Awarding Body:**

**AQA**

**Entry Requirements:**

This Biology course builds on concepts and skills that have been developed in the GCSE Biology and combined Science course. Students wishing to apply for the Biology course will need to have achieved a minimum of two grade 6's from the combined Science course or a 6 from Biology GCSE (triple). Grade 5 higher tier Mathematics is also required due to the demands of the course. In addition, the commitment, attitude and effort that the student brings to the course will have a major impact on their success.

**Aimed at:**

Students with a passion and enthusiasm for Biology.  
Students who wish to develop their knowledge and skills for the study of Biology/Healthcare /Medicine in Higher education.

**Description of the Course/Course Structure:**

Over two years this course is packed with essential core biological topics and practical work. Sections 1– 4 are designed to be covered in the first year and 5-8 are covered in the second year. There are also opportunities for practical skill development throughout the entire course and a 4-day fieldtrip residential takes place in the summer term (Year 12) to cover essential ecological sampling techniques and deliver the ecology theory.

**The Core Topics**

- 1 Biological molecule – including proteins, fats, carbohydrates, enzymes, DNA structure.
- 2 Cells – including cell structure, viruses, cell division, diffusion, osmosis, immunity.
- 3 Organisms exchange substances with their environment – including gas exchange, digestion and absorption.
- 4 Genetic information, variation and relationships between organisms – including DNA, genes and chromosomes, biodiversity, genetic diversity and taxonomy.
- 5 Energy transfers in and between organisms (A-level only) – including photosynthesis, respiration, ecology and nutrient cycles.
- 6 Organisms respond to changes in their internal and external environments (A-level only) – including the nervous system and homeostasis.
- 7 Genetics, populations, evolution and ecosystems (A-level only) – including inheritance.
- 8 The control of gene expression (A-level only) – including gene technologies.

*Ecology fieldwork at Yorkshire*



# Biology

## Assessment Information A Level:

Unit	Duration	Marks	Weighting A Level	Other Information
1 Core Biology Topics 1-4 and practical skills.	2 hours	91	35% of A Level	<ul style="list-style-type: none"><li>76 marks: a mixture of short and long answer questions</li><li>15 marks: extended response questions</li></ul>
2 Core Biology Topics 5-8 and practical skills.	2 hours	91	35% of A Level	<ul style="list-style-type: none"><li>76 marks: a mixture of short and long answer questions</li><li>15 marks: comprehension question.</li></ul>
3 Core Biology Topics 1-8 and practical skills	2 hours	78	30% of A Level	<ul style="list-style-type: none"><li>38 marks: structured questions, including practical techniques</li><li>15 marks: critical analysis of given experimental data</li><li>25 marks: one essay from a choice of two titles</li></ul>

### Additional Information:

#### Sitting of Assessment Units

June of Y13 - A Level Units 1, 2 and 3.

#### Practical Skills

These are assessed within the written papers and overall at least 15% of the A Level marks account for this. To answer these questions students will have been taught and acquired competence in the appropriate areas of practical skills required by the exam board.

In addition, students will need to be awarded a 'pass' by their teacher for practical skills mastery. This is a separate endorsement alongside the A Level. In order to achieve a pass, students will need to have met expectations developed through the explicit acquisition of the technical skills in any practical activity undertaken throughout the course of study. There are 12 practical activities prescribed in the specification, which cover the requirements. All of this will be evidenced and centrally stored in school in folders. All students have to complete the practical work to be awarded the pass.



# Business Studies

**Awarding Body:** Edexcel

**Entry Requirements:** General sixth form entry requirements (5 Grade 5's at GCSE- Grade 5 in English Language and Mathematics). Students studying A Level Business Studies do NOT need to have studied GCSE Business Studies. Those who have studied GCSE Business Studies are expected to have passed at Grade 5 or above.

## **Aimed At:**

Business Studies students can often relate their own experiences of work to their studies and have a broader understanding of the real world at local, national and international levels. The subject combines well with their other studies at GCE Advanced Level and is a popular choice to study in Higher Education.

The subject matter also proves this relevant when students enter the world of work and financial decision-making. Whatever your specialisation and whatever career you finally choose, a knowledge and understanding of the Business environment will be most desirable and valuable.

## **Description of the Course/ Course Structure:**

The aims of A Level are to encourage candidates to:

- Develop a critical understanding of organisation, markets, and the process of adding value with particular consideration given to the process of decision making.
- To be aware that business behaviour can be studied from the perspective of stakeholders e.g. consumer, manager, creditor, owner/shareholder and employee.

The course will for example:

- Develop a knowledge and understanding of the way businesses are organised, structured, financed and operated.
- Encourage a critical approach to business behaviour
- Appreciate the importance of working with others and contributing to teamwork.
- Develop skills of research, presentation of data, analysis and evaluation.

In Year 12 two units are followed:

### **1. THEME 1: MARKETING AND PEOPLE**

- Meeting customer needs
- The market
- Marketing mix and strategy
- Managing people
- Entrepreneurs and leaders

### **2. THEME 2: MANAGING BUSINESS ACTIVITIES**

- Raising finance
- Financial planning
- Managing finance
- Resource management
- External influences



# Business Studies

In Year 13, students will study 2 units;

## 1. THEME 3: BUSINESS DECISIONS AND STRATEGY

- Business objectives and strategy
- Business growth
- Decision-making techniques
- Influences on business decisions
- Assessing competitiveness
- Managing change

## 2. THEME 4: GLOBAL BUSINESS:

- Globalisation
- Global markets and business expansion
- Global marketing
- Global industries and companies

Additional Information - Examinations:

Level	Name	Duration	Weighting
A2	Paper 1: Marketing, people and Global businesses	2 hours	35% of A Level
A2	Paper 2: Business activities, decisions And strategy	2 hours	35% of A Level
A2	Paper 3: Investigating business in a Competitive environment	2 hours	30% of A Level

# Chemistry

**Awarding Body:** AQA

**Entry Requirements:** This Chemistry course builds on concepts and skills that have been developed in the GCSE Chemistry or Combined Science courses. We recommend that students wishing to apply for this course need to have achieved a minimum of a 6 in the Chemistry GCSE (triple) or of a 6-6 from the Combined Science GCSE. Grade 5 Higher Tier Mathematics is also recommended, due to the mathematical demands of the course. In addition, the commitment, attitude and effort that the student brings to the course will have a major impact on their success.

**Aimed at:** Students with an enthusiasm and passion for Chemistry.  
Students who wish to develop their knowledge and skills for the study of Chemistry/Engineering/Medicine/Dentistry in Higher education.

## Why Study Chemistry?

Chemistry will help you get ahead in most STEM (science, technology, engineering and maths) careers and more besides. For example, Chemistry is an important subject for careers in: medicine, biomedical science, veterinary science, dentistry, environmental science, engineering, toxicology, developing perfumes and cosmetics, pharmaceuticals, energy, teaching, science writing, software development and research.

## Description of the Course/Course Structure:

Over the two years students will be taught core chemical concepts from physical, inorganic and organic areas of chemistry, as well as practical techniques. There are numerous opportunities for practical skill development throughout the entire course including the opportunity to use high-tech spectroscopic techniques through our work with Spectroscopy in a Suitcase representative.

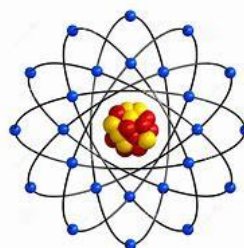
## Assessment Information A level:

Unit	Duration	Weighting	Marks	Other Information
<b>Paper 1:</b> Inorganic and Physical Chemistry	2 hours	35%	105	Questions are a mix of long and short answer questions. Relevant practical skills are also assessed.
<b>Paper 2:</b> Organic and Physical Chemistry	2 hours	35%	105	Questions are a mix of long and short answer questions. Relevant practical skills are also assessed.
<b>Paper 3:</b> Practical Skills in Chemistry	2 hours	30%	90	Questions test all practical skills and all content as: 40 marks of questions based on practical skills and techniques 20 marks of questions testing across the specification 30 marks of multiple-choice questions

## Additional Information:

### Sitting of Assessment Units

June Y13      Paper 1, 2 and 3 (A level)



# Chemistry

## Practical Skills

These are assessed within the all three written papers. To answer these questions students will have been taught and acquired competence in the appropriate areas of practical skills required by the exam board.

In addition, students will need to be awarded a 'pass' by their teacher for practical skills mastery. This is a separate endorsement alongside the A-level. In order to achieve a pass, students will need to have met expectations developed through the explicit acquisition of the technical skills in any practical activity undertaken throughout the course of study. There are 12 practical activities prescribed in the specification, which cover the requirements. All of this will be evidenced and centrally stored in school in folders. All students have to complete the practical work in order to achieve a pass.

### Practical concepts covered:

- Make up a volumetric solution and carry out a simple acid–base titration
- Measurement of an enthalpy change
- Investigation of how the rate of a reaction changes with temperature
- Carry out simple test-tube reactions to identify cations and anions
- Distillation of a product from a reaction
- Tests for alcohol, aldehyde, alkene and carboxylic acid
- Measuring the rate of reaction by an initial rate method and by a continuous monitoring method
- Measuring the EMF of an electrochemical cell
- Investigate how pH changes when a weak acid reacts with a strong base and when a strong acid reacts with a weak base
- Preparation of a pure organic solid and pure organic liquid and test of its purity
- Carry out simple test-tube reactions to identify transition metal ions in aqueous solution
- Separation of species by thin-layer chromatography



# Computer Science

**Awarding Body:** OCR

**Course Title:** A Level Computer Science (H446)

**Entry Requirements:** 5 GCSEs Grade 5 and above (including Maths and English).  
Some programming knowledge would also be an advantage.

**Aimed at:** Students who have a keen interest in the way in which computing technology works at a fundamental level. It is also aimed at students who have an interest in programming and like to solve complex problems. The aims of this qualification are to enable learners to develop an understanding and ability to apply the fundamental principles and concepts of computer science, including: abstraction, decomposition, logic, algorithms and data representation.

## **Overview:**

This is an academic course which comprises of 2 written exams at the end of Year 13 and a practical programming project (in the programming language of their choosing). Within this qualification there is great emphasis upon: problem solving using computers, computer programming using algorithms, and mathematical skills used to express computational laws and processes, e.g. Boolean algebra/logic and comparison of the complexity of algorithms.

## **How the course is assessed:**

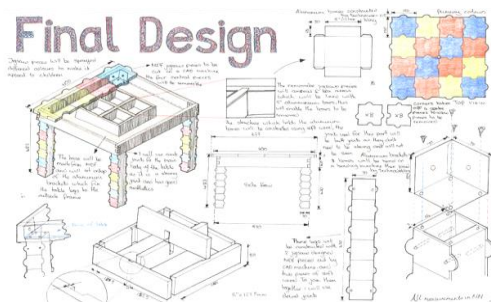
<b><i>Component 01</i></b>	<b><i>Component 02</i></b>	<b><i>Component 03</i></b>
Computer Systems 140 Marks 2 hours 30 Minutes (non-calculator)	Algorithms and Programming 140 marks 2 hours 30 Minutes (non-calculator)	Programming Project 80 Marks Non-Examined Assessment

## **Future:**

Successful completion within Computer Science will open up a vast number of potential opportunities including apprenticeships, degree apprenticeships, and university courses with career prospects such as: Computer Programming, Games Development, Hardware or Software Engineering, Web Development, Forensic Computer Analysis to name but a few.



# Design & Technology: Product Design



This course takes a broad view of design and technology, to develop the students' capacity to design and make products and to appreciate the complex relations between designing, choice of materials, manufacture and marketing.

**Awarding Body:** AQA

**Entry Requirements:** In line with school entry requirements but ideally including GCSE Product Design, Graphic Products, Resistant Materials or Art and Design

**Aimed at:**

- Those who are excited by new technologies and are considering a future career within industrial product design, product development, mechanical or electrical engineering, CAD design, architecture, furniture industry, manufacturing or bespoke project work.
- Providing the opportunity for students to continue to develop their own creativity through a range of technological activities.

This creative and thought-provoking qualification gives students the practical skills, theoretical knowledge and confidence to succeed in a number of careers, especially those in the creative industries.

Students will investigate historical, social, cultural, environmental and economic influences on design and technology, whilst enjoying opportunities to put their learning in to practice by producing products of their choice.

Students will gain a real understanding of what it means to be a designer, alongside the knowledge and skills sought by higher education and employers.

## Description of Course / Course Structure:

The full A Level in Product Design is a 2-year course with a NEA [non-exam element] and two examinations taken at the end of the second year. Experienced staff deliver all lessons in well-resourced workshops and graphics studio. We teach most of our theoretical information through practical application and as a department; we feel strongly that traditional techniques and modern commercial CAD/CAM processes are both taught.

Non- exam element	Exam Paper 1	Exam Paper 2
Practical application – design portfolio and photographic evidence of the final prototype	Core technical principles.	Specialist knowledge of design and making principles. Product Analysis and commercial manufacture.
<b>50% of A level</b>	<b>Written exam – 2.5hrs –30%</b> Mixture of short answer, multiple choice and extended response questions	<b>Written exam –1.5hrs - 20%</b> Mixture of short answer and extended response questions

## Additional Information:

A level Design and Technology Product Design is designed either to be complementary to Maths, Physics, Art & Design or as a contrasting subject with English, History, Geography or a Modern Language. This course gives the student a broad base from which many university courses can be studied.



# Design & Technology:

## Food Science & Nutrition Level 3

One-year CERTIFICATE, Two-year DIPLOMA

**Entry requirements:** In line with school entry requirements ideally including GCSE Food Preparation and Nutrition but not essential.

**Awarding Body:** WJEC

- The certificate (1 year)
- The diploma (2 year) is the equivalent to a full A Level in UCAS points and is recognised by universities.

**Aimed at:**

- Students who wish to gain a deeper insight into nutrition
- Those who want to broaden their food practical skills. The course provides the opportunity to produce high quality products on a weekly basis using high specification equipment.

CERTIFICATE	
Grade	Tariff points
D*	28
D	24
M	16
P	8
DIPLOMA	
Grade	Tariff points
D*	56
D	48
M	32
P	16

This course is an excellent subject choice to support the following career choices: Nutritionist, Sports Science, Physiotherapy, Health Care, Catering, Dietician, Food manufacturing and management, Teaching, Marketing & Research, Retail

### Description of the Course/Course Structure:

The food course is taught by experienced and supportive staff who are enthusiastic about food science and nutrition, whom have had experience with the food industry. The food rooms are well-equipped and include a range of commercial equipment. The department have a proven record of good results. The full diploma course is delivered over 2 years. All students need to pass the certificate level in Year 12 to progress to the diploma level in Year 13.



Certificate	Assessment
<b>Unit 1 – Project work</b> Nutritional needs	<ul style="list-style-type: none"> <li>• Internal assessment. Small project to be completed in 9 ½ hours (3 hrs planning, 3 ½ hours practical exam of which ½ hr for preparation, 3 hr evaluation)</li> <li>• Need to make 3 dishes.</li> </ul>
<b>Unit 1 – Exam</b> Nutritional needs	<ul style="list-style-type: none"> <li>• External assessment. 90 minutes exam plus 15 minutes reading time. A mixture of short answer questions, extended answer questions and a case study to complete.</li> </ul>
Diploma	Assessment
<b>Unit 2 – Written task externally moderated</b> Food Safety	<ul style="list-style-type: none"> <li>• External assessment. 8 hour written task.</li> <li>• Research can be done outside of the 8 hours but must be exam conditions for the 8 hours. 8 hours will not be in one session.</li> <li>• Scenarios set by exam board and change yearly.</li> </ul>
<b>Unit 3 – Project work</b> Experimenting to solve food production problems	<ul style="list-style-type: none"> <li>• Internal assessment. 12-hour project.</li> <li>• Need to identify issues and investigate food production problems identified from set scenario.</li> <li>• Includes practical investigations work to help improve products</li> </ul>



# Design and Technology:

## Fashion and Textiles



**Awarding Body:** AQA

This course gives candidates a solid foundation of knowledge and skills in relation to fashion and textiles.

Students are given high standard lessons based around business and enterprise models and the necessary knowledge to build a successful brand. The curriculum overall is based around the fundamental design and skills demonstrated in the textiles industry.

**Entry Requirements:** In line with school entry requirements ideally including GCSE Textiles or Art but not essential.

### Aimed At:

- Those who are excited by current fashion trends and new technologies
- Those who are considering a future career within interior design, fashion buying, marketing, fashion design, fabric design, retail, fashion journalism and fabric technologist
- Provides the opportunity for students to continue to develop their own creativity through a range of technological activities.

### Description of Course / Course Structure:

The department has a proven record of excellent results in this specialism. The staff leading the course have industry knowledge and experience and are enthusiastic in their delivery. The course offers well equipped classrooms including programmes such as CAD and illustrator.

### Assessment Information:

Students need to demonstrate their knowledge and understanding in both designing and making tasks. The technical information and specific techniques are taught through practical application.

**Fashion and Textiles is a 2-year** course with A NEA [non-exam element] and two examinations taken at the end of the second year.



Non- exam element	Exam Paper 1	Exam Paper 2
Practical application – design portfolio and photographic evidence of final prototype	Core technical principles.	Specialist knowledge of design and making principles
<b>50% of A level</b>	<b>Written exam – 2.5hrs – 30%</b> Mixture of short answer and extended response questions	<b>Written exam – 1.5hrs - 20%</b> Mixture of short answer and extended response questions

**Additional Information:** Design & Technology Fashion and Textiles is complementary to all other to all other A' levels. It considers design from different eras and looks closely at the latest trends, fashion and future material technologies. The course is an excellent introduction to many textiles of fashion courses at university.

# Drama and Theatre



**Awarding Body:** AQA

**Entry Requirements:** General sixth form entry requirements (5 Grade 5's at GCSE- Grade 5 in English Language and Mathematics). Students studying A Level Drama and Theatre do NOT need to have studied GCSE Drama. Those who have studied GCSE Drama are expected to have passed at Grade 5 or above.

**Aimed at:**

A-level Drama and Theatre 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. This qualification emphasises practical creativity alongside research and theoretical understanding.

Students of AQA Drama and Theatre develop skills that are not just essential for drama, but applicable to a wide range of higher education subjects and in the workplace. This specification refines students' collaborative skills, their analytical thinking and their approach to research. Students grow in confidence and maturity as they successfully realise their own ideas. They learn to evaluate objectively and develop a sound appreciation of the influences that cultural and social contexts can have on decision making.

**Description of the Course/ Course Structure:**

The subject content for A-level Drama and Theatre is divided into three components:

1. **Drama and theatre**
2. **Creating original drama**
3. **Making theatre**

For the practical component's students choose to work as performers, designers (design students may choose lighting, sound, set, costume or puppets) or directors.

## Assessments

Component 1: Drama and theatre
<p><b>What's assessed</b></p> <ul style="list-style-type: none"><li>• Knowledge and understanding of drama and theatre</li><li>• Study of two set plays, one chosen from List A, one chosen from List B</li><li>• Analysis and evaluation of the work of live theatre makers</li></ul>
<p><b>How it's assessed</b></p> <ul style="list-style-type: none"><li>• Written exam: 3 hours</li><li>• Open book</li><li>• 80 marks</li><li>• 40% of A-level</li></ul>
<p><b>Questions</b></p> <ul style="list-style-type: none"><li>• Section A: one question (from a choice) on one of the set plays from List A (25 marks)</li><li>• Section B: one three part question on a given extract from one of the set plays from List B (30 marks)</li><li>• Section C: one question (from a choice) on the work of theatre makers in a single live theatre production (25 marks)</li></ul>

+



## Component 2: Creating original drama (practical)

### What's assessed

- Process of creating devised drama
- Performance of devised drama (students may contribute as performer, designer or director)

Devised piece must be influenced by the work and methodologies of one prescribed practitioner

### How it's assessed

- Working notebook (40 marks)
- Devised performance (20 marks)
- 60 marks in total
- 30% of A-level

This component is marked by teachers and moderated by AQA.



## Component 3: Making theatre (practical)

### What's assessed

- Practical exploration and interpretation of three extracts (Extract 1, 2 and 3) each taken from a different play

Methodology of a prescribed practitioner must be applied to Extract 3

Extract 3 is to be performed as a final assessed piece (students may contribute as performer, designer or director)

- Reflective report analysing and evaluating theatrical interpretation of all three extracts

### How it's assessed

- Performance of Extract 3 (40 marks)
- Reflective report (20 marks)
- 60 marks in total
- 30% of A-level

This component is marked by AQA.

### Subject Content:

A-level Drama and Theatre offers students the opportunity to explore drama as a practical art form, in which ideas and meaning are communicated to an audience through choices of form, style and convention.

Students will:

- create, perform and respond to drama and theatre
- develop the creativity and independence to become effective theatre makers
- explore the relationship between theory and practice in a range of theatrical styles and periods and historical, social and cultural contexts
- learn how relevant research, independent thought and analysis of live theatre production can inform decision making in their practical work and put this understanding into practice
- experience the ways in which theatre makers collaborate to create theatre.

Whatever the future holds, students of A-level Drama and Theatre emerge with a toolkit of transferable skills preparing them for their next steps.

# Economics

**Awarding Body:** OCR

**Entry Requirements:** General requirements of entry into the Sixth Form (5 Grade 5's at GCSE)  
You do not have to have studied GCSE Business Studies  
Those students who have studied GCSE Business Studies must have gained at least a Grade 5.

**Aimed At:**

**An Advanced GCE qualification will be:**

- a) An appropriate foundation for a higher education in Economics or in other areas such as business administration, environmental planning, transport and logistics, development studies and European studies which have an element of economics underpinning them.
- b) An appropriate A Level to complement any science A levels or Arts A levels as it provides different skills and business/management background
- c) An appropriate entry qualification for employment into a wide range of business and professional employment

**Description of the Course/Course Structure:**

The overall aim of the course is to encourage students to:

- Develop an understanding of economic concepts and theories through a critical consideration of current economic issues, problems and institutions that affect everyday life.
- To analyse, explain and evaluate the strengths and weaknesses of the market economy and the role of government within it.

**THE COURSE WILL PROVIDE STUDENTS WITH:**

- A coherent combination of micro (studying the factors influencing decision-making process of individual firms and consumers) and macroeconomic content (a study of the factors influencing a national and international system/economy) and methods of enquiry.
- The ability to explore a range of current economic issues, particularly in the second year, and to analyse data from local, national and international sources.
- The ability to develop a critical approach to economic models and methods of enquiry.

Students will develop a 'tool kit' of knowledge and skills used by economists and be able to apply the portfolio to develop further their understanding of appropriate micro and macroeconomic aspects of applied economics.

**Year 12 & Year 13 Economics (2 Units)**

**1. Microeconomics**

- The reasons for individuals, organisations and societies having to make choices
- Competitive markets and how they work
- Market failure and government intervention
- Microeconomic theory
- Imperfections and market failures
- Labour markets

# Economics

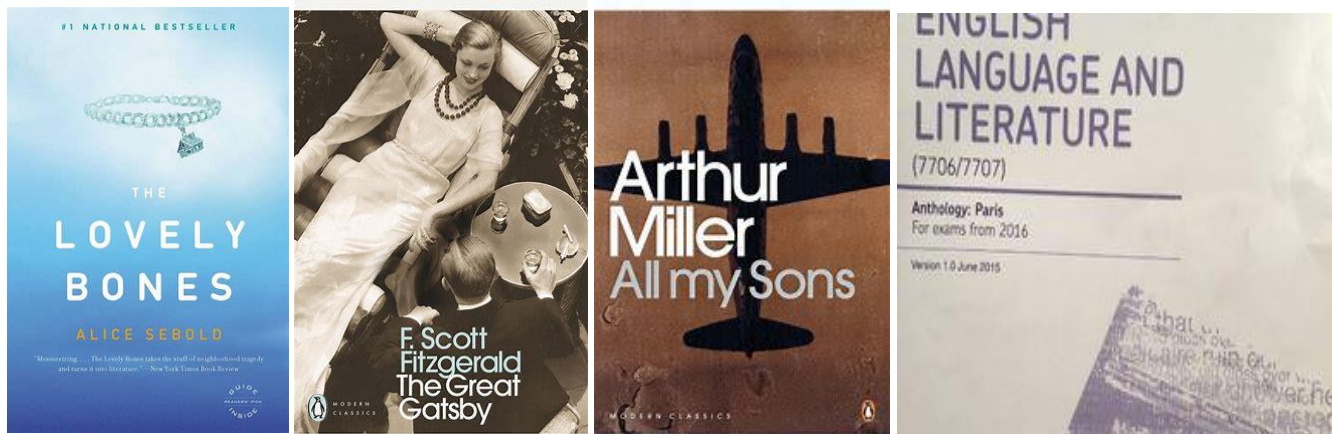
## 2. Macroeconomics

- Macro economy functions on a domestic and global level
- Policy approached
- Macroeconomic equilibrium
- Macroeconomic performance and policy
- Trade and Integration
- Development
- Economics of Globalisation
- The financial sector

### Additional Information - Examinations:

Level	Name	Duration	Weighting
A2	Microeconomics	2 hours	33.33% of A Level
A2	Macroeconomics	2 hours	33.33% of A Level
A2	Themes in Economics	2 hours	33.33% of A Level

# English Language & Literature



**Awarding Body:**

**AQA**

**Entry Requirements:**

A Grade 5 in **BOTH** English Language and English Literature at GCSE is recommended although individual cases will be looked at in exceptional circumstances.

**Aimed At:**

- Students who want to develop as independent, confident and reflective communicators.
- Students who enjoy sharing their opinions about ideas that arise from reading a variety of texts, both fiction and non-fiction
- Students who are creative and enthusiastic about producing their own texts.
- Students who want to continue to study English and English Literature as a combined course, in order to achieve a high level of competency in written and spoken English.
- Students looking to study a more modern and contemporary text than offered at GCSE.

**Description of the Course:**

The course integrates the study of language and literature, concentrating on the links between the two. It stresses the importance of looking at the place of literature in society. The course will encourage students to develop their abilities to write creatively and critically as they relate to a variety of texts. It also develops skills in spoken English.

During the course, students will be involved in a wide variety of activities. These will incorporate group presentations, independent research and negotiation regarding tasks undertaken to suit individual areas of interest.

English Language and Literature is a facilitating and highly valued subject and works very well within a wide plethora of subject combinations. It offers skills which are seen as desirable in both Higher Education and in the work place.

**Structure of the course**

**A Level English Language and Literature (2-year course)**

There are **two** examined components and **one** coursework component.

**Paper 1 7707/1 - Telling Stories (40%)**



# English Language & Literature

## Section A: Remembered Places

This section focuses on spoken and written texts from an AQA **anthology** containing a variety of texts linked by the theme of “**Paris**”. Students study the anthology and then compare an anthology text with a short unseen text, which is linked by theme, purpose or mode.

## Section B – Imagined Worlds

Students study **one** prose text - *Frankenstein*, *Dracula*, *The Handmaid’s Tale* or *The Lovely Bones*. They answer **one** question from a choice of two based on an extract from the text.

## Section C – Poetic Voices

Students study 15 poems by one poet - *John Donne*, *Robert Browning*, *Carol Ann Duffy* or *Seamus Heaney*. They answer **one** question from a choice of two comparing two poems by their poet.

## Paper 2 (7707/2) - Exploring Conflict (40%)

2 hours 30 minutes (Open Texts)

### Section A - Writing about society

Students study **one** text - *Into the Wild*, *The Suspicions of Mr Whicher* OR *the Murder at Road Hill House*, *The Great Gatsby* or *The Kite Runner* and do two tasks on the text.

- 1) Read a section of the novel and “recast” the story from a different perspective
- 2) Write a commentary explaining the decisions made in transforming the base text for this new account and the effects achieved.

### Section B – Dramatic Encounters

Students study **one** text - *Othello*, *All My Sons*, *A Streetcar Named Desire* or *The Herd*. They do **one** task from a choice of two on a set scene exploring the dramatic effects created by the author in the scene and elsewhere in the play.

## UNIT 3 – Non-examined assessment (20%)

**Making Connections** –This part of the subject content focuses on language use in different types of text. It is called “Making Connections” because it requires students to make active connections between a literary text and some non-literary material. It requires an investigation on a chosen theme and texts (free choice of any texts not set for examination).

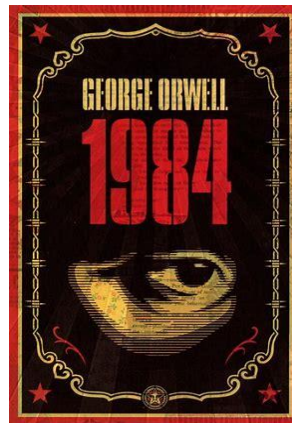
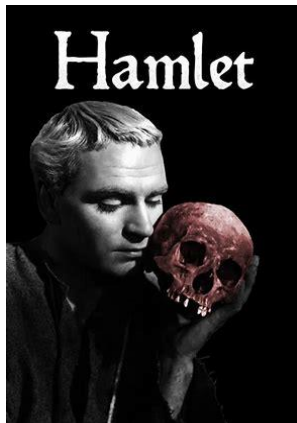
**TASK** - A personal investigation that explores a specific technique and themes in **BOTH** literary and non-literary discourse (2,500 – 3,000 words)

Example tasks –

- ❖ An investigation into how language is used to present race, power and status in Pinter’s *The Caretaker* and Enoch Powell’s *Rivers of Blood* Speech
- ❖ An investigation into how mental illness and its public perception is presented in *The Caretaker* and the screenplay *One Flew Over the Cuckoo’s Nest*.

Please note: This subject cannot be studied alongside A Level English Literature.

# English Literature



**Awarding Body: OCR**

**Entry Requirements:** A Grade 5 in **BOTH** English Language and English Literature at GCSE is recommended although individual cases will be looked at in exceptional circumstances.

**Aimed at:**

Those who want to enjoy their Sixth Form studies! As a facilitating and highly valued subject, English Literature students enjoy great opportunities to debate issues in stimulating ways developing individual interests and enthusiasm in reading as well as time to think about a range of personal, cultural and historical issues. It presents a diverse range of learning opportunities and encourages expression and justification of personal opinions, orally and in writing, plus interaction with others, in order to come to a personal understanding of the texts. All of these skills are desirable in both Higher Education and future employment.

Contrary to popular belief, teaching is not the main occupation of those who study English beyond Sixth Form! Many go into general management, research and consultancy and the public services, as well as publishing and the creative industries. In addition, it is commonly combined with other subjects in Combined and Joint Honours formats. There are natural areas of overlap with many other subjects. It offers great opportunities in the future as an AS or full A Level subject.

**The OCR A Level English Literature Specification** – (Two years)

The English literature A Level consists of three components: two exams based on 5 texts and one coursework component based on 3 texts.

<b>EXAM 1 Drama and Poetry Pre-1900</b> <b>2 sections</b> <b>Shakespeare (1 Text)</b> <b>Drama and Poetry Pre--1900 (2 Texts)</b>	2 hours 30 minutes (60 marks)	40% of total A Level
<b>Exam 2 Comparative and Contextual Study</b> <b>Close reading (Unseen)</b> <b>Comparative and Contextual Study</b> <b>(2 texts)</b>	2 hours 30 minutes (60 marks)	40% of total A Level
<b>Non-Examined Assessment Component</b> <b>Literature Post 1900 (3 Texts)</b>	One critical or Recreative piece with commentary based on one text One essay based on two linked texts (40 marks)	20% of total A Level

# English Literature

## EXAM 1

**Shakespeare** (Section 1) – candidates answer one question on the play they have studied from the following list:

**Drama and Poetry Pre-1900** (Section 2) candidates answer one question (from a choice of 6) exploring connections between one drama text and one poetry text from the following lists:

<b>Shakespeare</b>	<b>Drama</b>	<b>Poetry Set Texts</b>
<i>Hamlet</i> <i>The Tempest</i> <i>Measure for Measure</i> <i>Richard III</i> <i>Twelfth Night</i> <i>Coriolanus</i>	Marlowe: <i>Edward II</i> Webster: <i>The Duchess of Malfi</i> Goldsmith: <i>She Stoops to Conquer</i> Ibsen: <i>A Doll's House</i> Wilde: <i>An Ideal Husband</i>	Chaucer: <i>The Merchant's Prologue and Tale</i> Milton: <i>Paradise Lost</i> Books 9 and 10 Coleridge: <i>Selected Poems</i> Alfred, Lord Tennyson: <i>Maud</i> Christina Rossetti: <i>Selected Poems</i>

## EXAM 2

**Section 1** Unseen passage to analyse on the Topic Area they have studied for Section 2

**Section 2** Candidates are required to choose one question (from a choice of 3) and write an essay comparing two texts from one of the following Topic Areas:

<b>American Literature 1880 - 1940</b>	Scott Fitzgerald: <i>The Great Gatsby</i> John Steinbeck: <i>The Grapes of Wrath</i>
<b>The Gothic</b>	Angela Carter: <i>The Bloody Chamber and Other Stories</i> Bram Stoker: <i>Dracula</i>
<b>Dystopia</b>	Margaret Atwood: <i>The Handmaid's Tale</i> George Orwell: <i>Nineteen Eighty-Four</i>
<b>Women in Literature</b>	Jane Austen: <i>Sense and Sensibility</i> Virginia Woolf: <i>Mrs Dalloway</i>
<b>The Immigrant Experience</b>	Mohsin Hamid: <i>The Reluctant Fundamentalist</i> Henry Roth: <i>Call It Sleep</i>

## Non-Examined Assessment Component

Students study three literary texts grouped to facilitate links or contrasts. The three texts must include prose, poetry and drama published after 1900 and at least one text must have been published after 2000.

Task 1: a critical piece or recreative piece with commentary (1000 words)

Task 2: a comparative essay on the other two texts (2000 words)

Please note: This subject cannot be studied alongside A Level English Language and Literature

# Film Studies

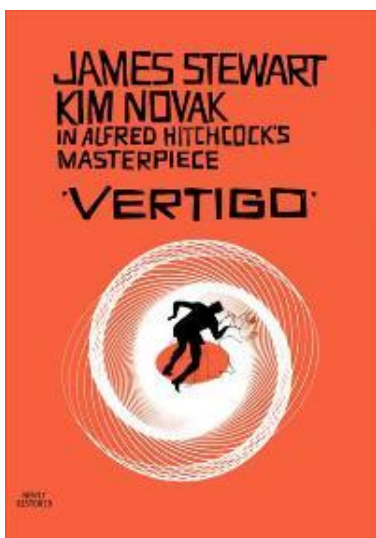
**Awarding Body:**

**Eduqas**

**Entry Requirements:**

Given the depth of research, analysis and production skills involved in this subject, a level 5 in GCSE English Language would be advantageous. Good essay-based skills with an interest in historical, artistic and creative aspects are essential. This course requires a lot of independent work. This is a 2 Year Linear A Level, examined and assessed at the end of the course.

**Aims and objectives**



Film is one of the main cultural innovations of the 20th century and a major art form of the last hundred years. Those who study it characteristically bring with them a high degree of enthusiasm and excitement for what is a powerful and culturally significant medium, inspiring a range of responses from the emotional to the reflective. Film Studies consequently makes an important contribution to the curriculum, offering the opportunity to investigate how film works both as a medium of representation and as an aesthetic medium.

Film Studies at Walton is designed to introduce the A Level learner to a wide variety of films in order to broaden their knowledge and understanding of film and the range of responses films can generate. This specification therefore offers opportunities to study mainstream American films from the past and the present as well as a range of recent and contemporary British films, American independent films and global films, both non-English language and English language. The historical range of film represented in those films is extended by the study of silent film and significant film movements so that learners can gain a sense of the development of film from its early years to its still emerging digital future. Studies in documentary, experimental and short films add to the breadth of the learning experience.

Production work is a crucial part of this specification and is integral to learners' study of film. Studying a diverse range of films from several different contexts is designed to give learners the opportunity to apply their knowledge and understanding of how films are constructed to their own filmmaking and screenwriting. This is intended to enable learners to create high quality film and screenplay work as well as provide an informed filmmaker's perspective on their own study of film.

Walton Film students have access to Adobe Premiere Pro, industry standard editing software, enabling them to create high quality film work that they can add to their portfolio.

A level Film Studies aims to enable learners to demonstrate knowledge and understanding of:

- 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
- film as an aesthetic medium
- the different ways in which spectators respond to film.

It also aims to enable learners to:

- apply critical approaches to film and
- apply knowledge and understanding of film through either filmmaking or screen

# Film Studies

## SUMMARY OF ASSESSMENT

### Component 1: Varieties of film and filmmaking

Written examination: 2½ hours

35% of qualification

This component assesses knowledge and understanding of **six** feature-length films.

**Section A: Hollywood 1930-1990 (comparative study)** – focus on contexts and the idea of the auteur  
**One** question from a choice of two, requiring reference to two Hollywood films, one from the Classical Hollywood period (1930-1960) and the other from the New Hollywood period (1961-1990).

**Section B: American film since 2005 (two-film study)** – focus on spectatorship and ideology  
**One** question from a choice of two, requiring reference to **two** American films, one mainstream film and one contemporary independent film.

**Section C: British film since 1995 (two-film study)** – focus on narrative and ideology.

**One** question from a choice of two, requiring reference to **two** British films

### Component 2: Global filmmaking perspectives

Written examination: 2½ hours

35% of qualification



This component assesses knowledge and understanding of **four** feature-length films and **one** compilation of short films.

**Section A: Global film (two-film study)** One question from a choice of two, requiring reference to two global films: one European and one produced outside Europe.

**Section B: Documentary film** One question from a choice of two, requiring reference to one documentary film.

**Section C: Film movements – Silent cinema** One question from a choice of two, requiring reference to one silent film or group of films.

**Section D: Film movements – Experimental film (1960-2000)** One question from a choice of two, requiring reference to one film option.

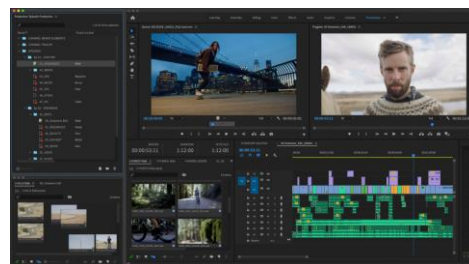
### Component 3: Production

Non-exam assessment

30% of qualification

This component assesses **one** production and its evaluative analysis. 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
- an evaluative analysis (1600-1800 words).





# Science Alternative Routes

We are currently awaiting a decision from the government on the pause and reset of education from September 2025. If the government decide to maintain their current set of qualifications, we will be able to offer Forensic Science and Criminal Investigations BTEC (as per our current offering). If this is not the case however we will be offering the below new qualifications.

## Medical Science

### BTEC National AAQ – 1 A Level Equivalent

**Awarding Body:** Pearson (Edexcel)

#### What is an AAQ?

BTEC Level 3 Nationals 2025 (AAQ) qualifications provide students with meaningful and practical learning experiences across a range of career sectors. They equip students with the applied knowledge, skills and personal attributes they need to enter and thrive in higher education and meet the demands of future employment in our fast-changing world.

#### What is an AAQ?

BTEC Level 3 Nationals 2025 (AAQ) qualifications provide students with meaningful and practical learning experiences across a range of career sectors. They equip students with the applied knowledge, skills and personal attributes they need to enter and thrive in higher education and meet the demands of future employment in our fast-changing world.

#### Entry Requirements:

This course builds on concepts and skills that will have been developed in the GCSE Science and Entry-level certificate courses. Students wishing to apply for this course need to have achieved a minimum of two grade 4s in GCSE Science subjects and a grade 4 in Maths. In addition, the commitment, attitude and effort that the student brings to the course will have a major impact on their success.

#### Aimed at:

BTEC Level 3 Nationals (AAQs) are for post-16 students aiming to progress to higher education as a route to graduate level employment. With their applied and practical focus, they perfectly complement A Levels as a part of a mixed programme of learning, helping to bring more theoretical learning to life. Depending on size, students can take these qualifications alongside one or two A Levels, or alternatively as the substantial qualification in their study programme, where permitted. Ideal for those students looking to follow a medical career pathway such as nursing or midwifery.

#### Why choose this course?

Medical Science is designed to further your scientific understanding while following a curriculum with a clear medical emphasis. You will learn through a variety of teaching methods. These methods include theory lectures, demonstrations and practical tasks that will equip you with a range of skills.

#### Course information

The mandatory units cover the following areas:

- Human anatomy, physiology and pathology
- Health issues and scientific reporting
- Practical microbiology and infectious diseases.

#### Optional Units

- Diseases, disorders, treatments and therapies
- Biomedical science
- Human reproduction and fertility

The course has a mix of external assessment and internally set tasks. 58% of the course is external with 42% internal.

## Assessment Information:

### Mandatory units – students complete and achieve all units

Unit number	Unit title	GLH	Type	How assessed
1	Principles of Human Physiology, Anatomy and Pathology	90	Mandatory	External
2	Health Issues and Scientific Reporting	120	Mandatory	External
3	Practical Microbiology and Infectious Diseases	90	Mandatory	Internal

### Optional units – students complete and achieve 1 unit

Unit number	Unit title	GLH	Type	How assessed
4	Diseases, Disorders, Treatments and Therapies	60	Optional	Internal
5	Biomedical Science	60	Optional	Internal
6	Human Reproduction and Fertility	60	Optional	Internal

### External assessment

58% of the total qualification GLH is made up of external assessment. A summary is given below. See the unit content and sample assessment materials for more information.

Unit	Type	Availability
<b>Unit 1: Principles of Human Physiology, Anatomy and Pathology</b>	<ul style="list-style-type: none"><li>An external examination set and marked by Pearson</li><li>80 marks</li></ul>	<b>January and May/June</b> <b>First assessment May/June 2026</b>
<b>Unit 2: Health Issues and Scientific Reporting</b>	<ul style="list-style-type: none"><li>An external examination set and marked by Pearson</li><li>80 marks</li></ul>	<b>January and May/June</b> <b>First assessment May/June 2026</b>

# Applied Science

## BTEC National AAQ – 1 A Level Equivalent

**Awarding Body:** Pearson (Edexcel)

### What is an AAQ?

BTEC Level 3 Nationals 2025 (AAQ) qualifications provide students with meaningful and practical learning experiences across a range of career sectors. They equip students with the applied knowledge, skills and personal attributes they need to enter and thrive in higher education and meet the demands of future employment in our fast-changing world.

### Entry Requirements:

This course builds on concepts and skills that will have been developed in the GCSE Science and Entry-level certificate courses. Students wishing to apply for this course need to have achieved a minimum of two grade 4s in GCSE Science subjects and a grade 4 in Maths. In addition, the commitment, attitude and effort that the student brings to the course will have a major impact on their success.

### Aimed at:

The Pearson Level 3 Alternative Academic Qualification BTEC National in Applied Science (Extended Certificate) is an Alternative Academic Qualification (AAQ) designed for post-16 students with an interest in science and aiming to progress to higher education as a route to graduate level employment. Equivalent to one A Level in size, it is suitable for students looking to develop their applied knowledge and skills in science alongside two A Levels.

### Why choose this course?

The Applied Science course is ideal for students who are passionate about Science and would like to follow a Science related career path but prefer a more vocational pathway with a mix of assessment types. This course will give students a synopsis of both Physics, Chemistry and Biology A Levels, ideal for those students who are struggling to decide on which to study. Ideal for independent learners.

### Course information

- Principles and Applications of Biology – Structure and function of cells and tissues, biological molecules, enzymes and their role in organisms
- Principles and Applications of Chemistry – Structure of the Periodic Table and its implications on physical and chemical properties of substances, through analysis of different bonding methods
  - Principles and Applications of Physics – Waves and their applications; force principles and their application in transportation and construction of electrical circuits
- Practical Scientific Procedures and Techniques – Practical applications across the sciences, including chromatography, colorimetry and electrical circuits.

Students have a choice from two optional units covering the following topics:

- Scientific Investigation Skills – Investigative research, including planning, data collection, analysis and evaluation.
- Contemporary Issues in Science – Contemporary scientific issues including the reliability of sources of scientific information and their associated validity.

**Assessment Information:****Mandatory units – students complete and achieve all units.**

Unit number	Unit title	GLH	Type	How assessed
1	Principles and Applications of Biology	60	Mandatory	External
2	Principles and Applications of Chemistry	60	Mandatory	External
3	Principles and Applications of Physics	60	Mandatory	External
4	Practical Scientific Procedures and Techniques	90	Mandatory	Internal

**Optional units – students complete and achieve one unit.**

Unit number	Unit title	GLH	Type	How assessed
5	Science Investigation Skills	90	Optional	Internal
6	Contemporary issues in Science	90	Optional	Internal

Unit	Type	Availability
<b>Unit 1: Principles and Applications of Biology</b>	<ul style="list-style-type: none"> <li>An external examination set and marked by Pearson.</li> <li>50 marks.</li> </ul>	<b>January and May/June</b> <b>First assessment May/June 2026</b>
<b>Unit 2: Principles and Applications of Chemistry</b>	<ul style="list-style-type: none"> <li>An external examination set and marked by Pearson.</li> <li>50 marks.</li> </ul>	<b>January and May/June</b> <b>First assessment May/June 2026</b>
<b>Unit 3: Principles and Applications of Physics</b>	<ul style="list-style-type: none"> <li>An external examination set and marked by Pearson.</li> <li>50 marks.</li> </ul>	<b>January and May/June</b> <b>First assessment May/June 2026</b>

# Forensic Science & Criminal Investigations

(dependent on outcome of pause and reset)

## Level 3 Double BTEC – 2 A Level Equivalent

**Awarding Body:** EDEXCEL

**Entry Requirements:** This course builds on concepts and skills that will have been developed in the GCSE Science and Entry-level certificate courses. Students wishing to apply for this course need to have achieved a minimum of two grade 4s in GCSE Science subjects and a grade 4 in Maths. In addition, the commitment, attitude and effort that the student brings to the course will have a major impact on their success.

**Aimed at:** Designed to be the substantive part of a 16–19 study programme for learners who want a strong core of sector study. The qualification may be complemented with other BTEC Nationals or A Levels to support progression to higher education courses in forensics and criminology. The additional qualification(s) studied allows learners either to give breadth to their study by choosing a contrasting subject, or to give their studies more focus by choosing a complementary subject such as Biology or Psychology. As this is a vocational course, students will need to be able to meet deadlines, complete work independently, and be proactive on catching up with any work missed due to absence.

**Assessment Information:** 720 GLH (930 TQT) Equivalent in size to two A Levels. 8 units of which 6 are mandatory and 3 are external. Mandatory content (83%). External assessment (46%).

Mandatory units – learners complete and achieve all units				
1	Principles and Applications of Science 1	90	Mandatory	External
2	Practical Scientific Procedures and Techniques	90	Mandatory	Internal
3	Science Investigation Skills	120	Mandatory	External
4	Forensic Investigation Procedures in Practice	90	Mandatory	Internal
5	Applications of Criminology	120	Mandatory	External
6	Criminal Investigation Procedures in Practice	90	Mandatory and Synoptic	Internal
Optional units – learners complete two units				
8	Physiology of Human Body Systems	60	Optional	Internal
15	Practical Chemical Analysis	60	Optional	Internal



# Geography

**Awarding Body:** EDEXCEL

**Entry Requirements:** Preferably, a grade 6 minimum at GCSE Geography.

**Aimed at:** Those students who:

- Have an interest in and concern for the environment and places
- Are interested in current affairs, regional, national and global issues
- Enjoy studying a subject that is relevant to their own lives and experiences
- Want the opportunity to carry out fieldwork
- Enjoy finding out their own answers – not just being taught
- Want to broaden their A Level studies to cover both 'sciences' and 'humanities'
- Enjoy travel and finding out about new people, places, landscapes and events
- Want to keep their options open – Geography A Level is an appropriate qualification for a very wide range of higher education or career choices



*"Students attempting one of the highest dunes in the World."*

## A SUMMARY OF THE SPECIFICATION

### A2

Paper 1 – Dynamic Landscapes.

Paper 2 – Dynamic Places

Paper 3 - Physical Systems and Sustainability

Paper 4 - Human Systems and Geopolitics

### Assessment Information:

Unit	Method of Assessment	Weighting A Level
Paper 1	2 hours examination	30%
Paper 2	2 hours examination	30%
Paper 3	1 hour 45 mins examination	20%
Paper 4	Coursework – independent investigation	20%

# Geography

## Summary of the specification

### A2

#### Paper 1 – Dynamic Landscapes

- Topic 1 Tectonic processes and Hazards
- Topic 2 Coastal processes and change
- Topic 5 The Water Cycle and Water Insecurity
- Topic 6 The Carbon Cycle and Energy Security

#### Paper 2 – Dynamic Places

- Topic 3 Globalisation
- Topic 4 Diverse Places
- Topic 7 Superpowers
- Topic 8 Global Development and Connections
- 

#### Paper 3 - Physical Systems and Sustainability

Geographical issue based on a resource booklet released by the exam board.

#### Paper 4 - Human Systems and Geopolitics

Coursework: Independent Investigation

### Additional Information: What could I go on to do at the end of my course?

Students with A Level Geography have access to a wide range of possible career and higher education opportunities. They learn and use a variety of transferable skills throughout the course. These include collecting, analysing and interpreting data, communicating your findings in different ways, and identifying and developing the links between different parts of the subject. These skills are in great demand and are recognised by employers, universities, and colleges as being of great value.

Geography combines well with almost all other A Level subjects. Taken with sciences like Mathematics, Physics, Chemistry and Biology, Geography supports applications for almost any science-based university course like Engineering, Psychology, Environmental Science, Oceanography and Geology. Taken with humanities like English, French, History or Economics, Geography supports an equally wide range of university courses such as Business, Law, Media, Politics and Philosophy.

Some students choose to use their qualification to go straight into employment, rather than go on to higher education. Because A Level Geographers develop the transferable skills and the key skills that employers are looking for, Geography can lead to a very wide range of employment opportunities. This can include further training in such areas as the law, accountancy and journalism.

### Key Skills Opportunities:

**Communication Skills:** Students will have great opportunities to develop these skills through written assignments and oral presentations.

**Numeracy/ICT:** Data collection, analysis and presentation is an integral feature of the course and students will be able to improve their numeracy at A level.

In addition to the above, social skills are developed through group work and problem-solving ability is practised and developed via decision-making and data-response exercises.

# History

**Awarding Body:** OCR

**Entry Requirements:** GCSE History Grade 5 or above.

**Aimed At:**

Students wishing to develop skills recognised and valued by employers and universities. By the end of the course you will have learned how to evaluate and analyse information, how to weigh up evidence and how to communicate complex ideas effectively.

**Description of the Course/Course Structure:**

All students will sit an internal examination at the end of year 12 (based on units 1-2)  
Students who then choose to study the full A Level will be examined in all three units (units 1-3) and a coursework module at the end of year 13.

**Units studied in Y12**

Unit 1 Britain 1930-1997 (enquiry topic: Churchill 1930-51)  
Unit 2 The Cold War in Asia 1945-1993

**Units studied in Y13**

Unit 3 The Challenge of German Nationalism 1789-1919  
Unit 4 Topic Based Essay



**Assessment Information Level History:**

Unit	Method of Assessment	Weighting A Level
Unit 1	1-hour 30 examination	25%
Unit 2	1-hour examination	15%
Unit 3	2-hour 30 examination	40%
Unit 4	3000-4000 Word Topic based essay	20%

**Additional Information:**

History combines well with maths and science to create an attractive portfolio of qualifications, enabling a student to move on to a university science-based course. Combined with English and a foreign language it would provide a good basis for an art or languages-based degree. History A Level provides an excellent foundation for a range of careers including journalism, law and business.

Students have the opportunity to participate in a range of historical visits, including touring Berlin and travelling to the death camps of Poland as part of the Lessons from Auschwitz Project.

**Key Skills Opportunities:**

Students are able to generate and develop evidence for the assessment of the key skills of communication, information technology, improving own learning and performance and working with others.

# Mathematics

**Awarding Body:** Edexcel

**Entry Requirements:** Grade 6 or above at GCSE.  
In addition, a good grasp and enjoyment of algebra and problem solving.

**Aimed At:**

A level mathematics supports students' mathematical needs across a broad range of other subjects at this level and provides a basis for subsequent quantitative work in a very wide range of higher education courses and in employment. It has a value not just to support other A-Levels but also allows students to acquire skills that are unique to maths, such as skills to model, analyse and reason logically and predict efficiently. This course will also be compulsory for students studying A level Further Mathematics.

Mathematics A Level is an important qualification for many areas of employment and future study. It is often a requirement for the vocational qualifications related to these areas. It is currently the most subscribed A-Level in the UK.

Higher Education courses or careers that either require A Level Mathematics or are closely related to it include:

Economics	Medicine	Material Science
Architecture	Mechanical Engineering	Engineering (General)
Optometry	Civil Engineering	Biomedical Science
Accountancy	Teaching	Pharmacy
Psychology	Environmental Studies	Veterinary Science
Computing	Information Technology	Physiotherapy
Geography	Geology/Earth Sciences	

## Description of the Course/Course Structure:

The A-levels in Mathematics are linear, meaning that all the exams are sat in the same series. The course begins by building upon the Higher Tier GCSE content, introducing new extensions to familiar topics, and also introducing some material that will not have been studied at GCSE, particularly Calculus.

A Level Mathematics emphasises how mathematical ideas are interconnected and how mathematics can be applied to model situations mathematically using algebra and other representations, to help make sense of data, to understand the physical world and to solve problems in a variety of contexts, including social sciences and business.

Qualification	Content
A Level Mathematics - taken at the end of the second year.	<u>Paper 1</u> – Pure Mathematics 1 (9MA0/01)
3 x 2 Hour Exams	<u>Paper 2</u> – Pure Mathematics 2 (9MA0/01)
each worth 33.33%	<u>Paper 3</u> – (9MA0/03)
	Section A Statistics
	Section B Mechanics

All students will study Pure Mathematics, Statistics and Mechanics topics.  
There is no coursework and all exams are taken in June of the second year.

# Mathematics

## **PURE MATHEMATICS (66.7%)**

When studying pure mathematics at A Level you will be extending your knowledge of such topics as algebra and trigonometry as well as learning some brand new ideas such as calculus, exponentials and logarithms, which are essential for modelling growth and decay. If you enjoyed the challenge of problem solving and proof at GCSE using such mathematical techniques then you should find the prospect of this course very appealing.

Although many of the ideas you will meet in pure mathematics are interesting in their own right, they also serve as an important foundation for other branches of mathematics, especially mechanics and statistics, which use concepts from the Pure sections.

## **MECHANICS (16.7%)**

When you study mechanics, you will learn how to describe mathematically the motion of objects and how they respond to forces acting upon them, from cars in the street to objects sliding on top of things. You will learn the technique of mathematical modelling, that is, of turning a complicated physical problem into a simpler one that can be analysed and solved using mathematical methods.

Many of the ideas you will meet in mechanics form an almost essential introduction to such important modern fields of study as cybernetics, robotics, biomechanics and sports science, as well as the more traditional areas of engineering and physics.

## **STATISTICS (16.7%)**

When you study statistics, you will learn how to analyse and summarise numerical data, including large data sets using technology. You will extend the range of probability problems that you started for GCSE by using the new mathematical techniques studied on the pure mathematics course. You will also be introduced to new ways of calculating probabilities and determine whether scenarios are likely given a set of information.

Many of the ideas you will meet in statistics have applications in a wide range of other fields – from assessing what your car insurance is going to cost to how likely the earth is going to be hit by a comet in the next few years. The statistics elements are becoming more and more in demand by employers so this aspect is crucial for many fields.

### **Assessment Information:**

Three exam papers (2 Pure, 1 Applied) covering all A level content. All papers are calculator allowed.

### **Additional Information:**

Use of technology permeates through the A Level course and students will require a modern scientific calculator. By far the best calculator for A-Level maths is the CASIO FX-991CW CLASSWIZ. This calculator has all functions for A-Level and is **essential** for the course.

We also require that students have their own copy of the textbooks. For the full course, 2 pure books and 2 applied books will be needed. More details will be made available at the start of the course.

**Workshops are held to introduce ideas outside the content for the course, please see the Further Mathematics pages for full details.**

### **Support:**

Students are often surprised for the amount of algebra required in this course. **To support them fully, an assessment is taken on the first lesson of study, supported by transition work given to students. Identified students are expected to take an additional two periods of mathematics support.**

Students are continually assessed throughout the course and intervention strategies implemented where appropriate.

In exceptional circumstances, students may be offered an AS entry.



# Further Mathematics

**Awarding Body:** Edexcel

**Entry Requirements:** Grade 7, 8 or 9 at GCSE  
Students with a 6 at GCSE will **NOT** be accepted.  
Level 2 Further Maths is desirable but not essential.

**Aimed At:** Students wanting to studying a mathematical subject at university or with a love for mathematics

Further Mathematics is designed for students with an insatiable enthusiasm for mathematics, many of whom will go on to degrees in mathematics, engineering, the sciences and economics. This is not the only need for Further Mathematics as the Informed Choices Guide ([www.russellgroup.ac.uk](http://www.russellgroup.ac.uk)) lists further mathematics as useful for many other courses too.

## Description of the Course/Course Structure:

The qualification is both deeper and broader than A level Mathematics. A level Further Mathematics build from both GCSE and A-Level Maths. The A Level Further Mathematics core content introduces complex numbers and matrices, fundamental mathematical ideas with wide applications in mathematics, engineering, physical sciences and computing. There will be pre-requisite content from A-Level Maths required for A-Level Further Maths. This is why a student cannot take A-Level Further Maths as a standalone.

Although the non-core content comprises of different options that can enable students to specialise in areas of mathematics it is more common for the chosen options to revolve around Statistics and Mechanics, to build from the knowledge acquired in A-Level Mathematics.

A Level further mathematics prepares students for further study and employment in highly mathematical disciplines that require knowledge and understanding of sophisticated mathematical ideas and techniques, beyond that of the single A-Level.

Again, it should be noted that you must be doing A-Level Mathematics in order to do A-Level Further Mathematics

Qualification	Compulsory Content	Options
A level Further Mathematics - taken at the end of the second year (4 x 1hr 30mins exams)  Each worth 25%	Core Pure 1 - 9FM0/01 Core Pure 2 - 9FM0/02	<i>Two from:</i> Further Pure 1 Further Pure 2 <b>Further Mechanics 1</b> Further Mechanics 2 <b>Further Statistics 1</b> Further Statistics 2 Decision Maths 1 Decision Maths 2

The optional units listed in the third column will be selected dependent on the students' best interest. It is not usual for universities to prescribe particular options in their offers so for this reason we usually Further Mechanics 1, and Further Statistics 1.

The course is very demanding mathematically but is rewarding for those with an interest in it. It provides an opportunity to develop a wide range of mathematical skills building upon the A Level course.

# Further Mathematics

## **Assessment Information:**

Two compulsory Core Pure papers and two from the option group weighted equally (6 hours of exams)

## **Additional Information:**

Use of technology permeates through the A Level Further Mathematics course and students will require a modern scientific calculator that can calculate derivatives and use matrices and vector notation.

The CASIO fx-991 CW CLASSWIZ meets these requirements and is essential for the course. The Casio CG-50 is more expensive and has more features but is not essential for Further Maths.

Pearson produce textbooks which the students also require. More details will be made available at enrolment.

## **KS5 EXTENSION WORKSHIPS:**

Students with an interest in developing their mathematics skills beyond A Level are invited to attend a half-termly additional workshop. Students work alone, in pairs or in groups on material that is drawn from a variety of sources including ideas raised by students.

The workshops introduce concepts and notations used in first year undergraduate Mathematics courses, improve problem-solving skills and allow an opportunity to develop more formal proof concepts.

It is also possible to use these sessions to look deeper into some of the options that were not chosen as part of the A-Level Further Mathematics Course.

## **UNIVERSITY ENTRANCE EXAMS:**

There are a range of admissions tests that a number of universities, including University of Cambridge, University of Warwick, University of Oxford, will use as part of their selection process. The Sixth Term Examination Papers (STEP), MAT, TMUA, are examples of these admissions tests and are often included as part of a university offer for highly mathematical subjects.

Other universities, including Imperial College London, University of Bristol, University of Bath and University of Oxford encourage students to sit these papers though are not a requirement.

STEP papers are in April

TMUA and MAT papers are in October.

Students who wish to enter these exams will be given coaching and guidance to help them succeed.

# Core Maths

**Awarding Body:** AQA

**Entry Requirements:** Grade 4 or above at GCSE.  
Higher tier is desirable though it is possible for students to have achieved a 4 or above on Foundation.

**Aimed At:**

Mathematics is for everyone. It is diverse, engaging and essential in equipping students with the right skills to reach their future destination, whatever that may be. In modern society having mathematical skills is extremely desirable for universities and employers alike. The logical thinking and problem solving involved shows an ability to adapt to new challenges.

Level 3 Mathematical Studies (Core Maths) is a qualification designed for students who want to enhance their valuable mathematical skills but do not need to take A-level mathematics. This subject is found to be beneficial for students studying: Sciences, Geography, Business Studies, Psychology and Economics, as well as technical and vocational courses.

This course has been designed to focus on real-life maths skills. What you study in Core Maths is not purely theoretical or abstract; it can be applied on a day-to-day basis in work, study or life. Topics include: Financial planning, mortgages and taxation. Statistical analysis, critical analysis of graphs and insurance.

**Description of the Course/Course Structure:**

The course is comprised of a compulsory unit and an optional unit, which are assessed by two equally weighted 1½-hour exams in June. We currently follow option A, but previous teachers have opted for option B.

Unit	Assessment
1 – Compulsory Unit	Analysis of data Mathematics for personal finance Estimation
2A – Option A	Critical analysis of given data and models The normal distribution, Probabilities and estimation Correlation and regression
2B – Option B	Critical analysis of given data and models Critical path analysis, Cost benefit analysis Expectation

**Additional Information:**

This level 3 qualification has equivalent UCAS points to an AS level.

Universities recognize the importance of Core Maths have come out in strong support of it. Some universities have also lowered their offers for students who have a qualification in Core Maths, usually by a grade – in recognition of its importance.

Employers from all different sectors are also firmly behind the Core Maths qualification. Many roles in today's workplace require high levels of budget management and problem-solving skills; Core Maths will be a useful tool in equipping you with these skills.

**The course is not selected as part of an option block but instead is a chosen as an enrichment. It is timetabled but does not form part of your minimum 3 A-Levels.**

# Media Studies

**Awarding Body**      OCR

**Entry Requirements:** Given the academic and research driven nature of this subject, a Level 5 or above in English Language is the minimum requirement.  
In addition, if Media Studies were taken at GCSE then we would be looking for students who gained a solid Level 5. Although there is no requirement to have studied Media at GCSE the new A Level will build on knowledge and understanding featured in that course. Good essay writing skills are essential.

**Aimed At:** Students wishing to gain a theoretical understanding of mass media in society. Students who want to develop their practical skills to produce quality media pieces of their own. Anyone hoping to use such analytical and practical skills at a higher level.

## Summary of Assessment

### Component 1: Media Messages

**Written examination: 2 hours**  
**35% of qualification**

**Section A: News** - This section consists of two linked in-depth studies that focus on contemporary news in the UK, requiring learners to explore how and why newspapers and their online counterparts are evolving as media products and the relationship between both online and print news.

**Section B: Media Language and Representation** - Learners will explore media language and representation, through media products set by OCR in the following media forms:

- magazines
- advertising and marketing
- music videos

### Component 2: Evolving Media

**Written examination: 2 hours**  
**35% of qualification**

#### **Section A: Media Industries and Audiences**

Learners will explore media industries and audiences, through media products set by OCR for:

- radio
- video games
- film\*

*\*Film to be studied in relation to media industry only.*



# Media Studies

## Section B: Long Form Television Drama

Learners will engage in one in-depth study of television as an evolving, global media form. Learners must study one complete episode of a contemporary English language long form TV drama and one complete episode of a non-English language long form TV drama to inform their study.



### Component 3: Making Media Non-Examined Assessment 30% of the qualification

Learners have access to professional software to create their products, such as Premiere Pro and Photoshop.

Learners will create a cross-media product in response to an OCR set brief which will be changed every year but is likely to involve a choice from one of the following:

- A 3-minute opening sequence to a TV Programme together with a working website
- A 3-minute music video together with a working website
- A magazine project which will consist of the front covers of the first two editions of a new magazine together with contents pages and the working website for the magazine



### Key Skills Opportunities:

There are many occasions when students will use key skills- especially in relation to communication and IT components. Presentations, discussions, research and display of information are core components.



# Modern Languages - French

**Awarding Body:**

**AQA**

---

**Entry requirements:**

**Both** the AS and A level courses are available to students. They will have taken higher-level papers during their GCSE course.

**Aimed At:**

Enabling students to develop and build on the skills acquired at GCSE whilst developing a greater focus on and inspiring curiosity about countries and communities where the target language is spoken. Students will use increasingly accurate and complex French and will be encouraged to stretch and challenge themselves. There is a sound basis for further study of French at degree level or equivalent, also enhancing employment prospects and facilitating foreign travel. Students continuing their language studies in higher education will benefit from the film and literature focus.

**Description of the Course/Course Structure:**

The AS course can be taken as a one-year course and an exam and certification can be taken at the end of this year. The A level course is a two-year linear course. For this course, exams and certification will take place at the end of year 2. The 2 -year A level course includes an independent research topic for speaking. AS and A level will do translations to and from the target language. A Level students will study one book, plus a film or a second book.

**At AS and A level, students will study:**

1. Aspects of French-speaking society: current trends: The changing nature of family, cyber society, the place of voluntary work
2. Artistic culture in the French –speaking world: A culture proud of its heritage, contemporary Francophone music, cinema- the 7<sup>th</sup> art form.

At AS level, students study social and technological change alongside highlights of French-speaking artistic culture, including francophone music and cinema.

They also explore the influence of the past on present-day French-speaking communities. Throughout their studies, they will learn the language in the context of French-speaking countries and the issues and influences which have shaped them. Students will study a text or a film.

**At A Level, students will study:**

*1. Aspects of French-speaking society: current issues:* Positive features of a diverse society, life for the marginalised, how criminals are treated.

*2. Aspects of political life in the French-speaking world:* Teenagers, the right to vote and political commitment, demonstrations, strikes- who holds the power?

**Grammar:**

AS and A Level students will study the grammatical system and the structure of the language. The end of course exams will test their use of accurate grammar and structures appropriate to the task, drawing from the lists in the specification.

## Works:

**AS:** students' study one book **or** one film from the lists in the specification.

**A level:** Students study two books or one book **and** one film from the lists in the specification.

Individual research topic -A level only: Students conduct individual research on a subject of personal interest, relating to the country or countries where the language of study is spoken.

## Assessment Information: AS Level

**Paper 1:** listening and responding, Reading, responding, and translation into English.:

1 hour 45 minutes 45% of AS

**Paper 2:** Written exam: translation into French and essay on either a book or a film.

1 hour 30 minutes 25 % of AS

**Paper 3:** Speaking- Discussion of two sub-themes (6 – 7 minutes on each) with the discussion based on a stimulus card for each sub-theme.

30% of the AS.

## Assessment Information: A Level

**Paper 1:** listening and responding, Reading, responding, and translation into English and French.  
2hours 30 minutes 40% of A level

**Paper 2:** Two books or one book and film-written exam 2 hours 30% of A Level

**Paper 3:** Speaking- Individual research project and knowledge of one of four sub themes. Oral exam: 21-23 minutes (including 5 minutes preparation time). 30% of A level. Assessments will be conducted by the school.

## Additional Information:

Currently there is an opportunity for Year 13 students of French to carry out work experience in Limoges, France. This is organised jointly with other Staffordshire schools.

An A Level in one or more foreign languages will certainly enhance employment opportunities, and open up a wider choice of degree courses for the student.

This course will prepare students for life in a world in which communication with other countries is of increasing significance and where young people will need to compete in the job market with their peers from other countries who will undoubtedly be multilingual.

In recent years, some A Level students have gone on to study:

Marketing  
International Law  
Aeronautics  
Journalism  
Chemistry

Some of these courses have been combined with a language; others have included subsidiary language modules. We would particularly urge students who are hoping to embark on a career in business, the sciences, engineering and technology, marketing or law to consider taking a language at A level.

## Transferable Skills Opportunities:

The nature of French makes it an ideal vehicle to assist candidates to develop their knowledge and understanding of the transferable skills. Students will equip themselves with transferable skills such as autonomy, resourcefulness, creativity, critical thinking and linguistic, cultural and cognitive flexibility that will enable them to proceed to further study or employment.

Students will develop control of the language system to convey meaning, using spoken and written skills, including an extended range of vocabulary, for both practical and intellectual purposes as increasingly confident and independent users of the language.



# Modern Languages - German

**Awarding Body:** AQA

**Entry requirements:** Both the AS and A level courses are available to students. They will have taken Higher-level papers during their GCSE course.

## **Aimed At:**

Enabling students to develop and build on the skills acquired at GCSE whilst developing a greater focus on and inspiring curiosity about countries and communities where the target language is spoken. Students will use increasingly accurate and complex German and will be encouraged to stretch and challenge themselves. There is a sound basis for further study of German at degree level or equivalent, also enhancing employment prospects and facilitating foreign travel. Students continuing their language studies in higher education will benefit from the film and literature focus.

## **Description of the Course/Course Structure:**

The AS course can be taken as a one-year course and an exam and certification can be taken at the end of this year. The A level course is a two-year linear course. For this course, exams and certification will take place at the end of year 2. The 2 -year A level course includes an independent research topic for speaking. AS and A level students will do translations to and from the target language. A Level students will study one book, plus a film or a second book.

## **At AS and A level, students will study:**

1. *Aspects of German-speaking society: current trends:* The changing state of the family, the digital world, youth culture (fashion, trends, music, television)
2. *Artistic culture in the German-speaking world:* festivals and traditions, art and architecture, cultural life in Berlin past and present.

At AS level, students study social and technological change. They will study highlights of German-speaking artistic culture, including art and architecture. They will explore the influence of the past on present-day German-speaking communities. Throughout their studies, they will learn the language in the context of German-speaking countries and the issues and influences which have shaped them. Students will study a text or a film.

## **At A Level, students will study:**

1. *Multiculturalism in German-speaking society:* Immigration, integration, racism.
2. *Aspects of political life in the German-speaking world:* Germany and the European Union, Politics and youth, German reunification and its consequences.

## **Grammar:**

AS and A Level students will study the grammatical system and the structure of the language. The end of course exams will test their use of accurate grammar and structures appropriate to the task, drawing from the lists in the specification.

## Works:

AS: students' study one book **or** one film from the lists in the specification.

A level: Students study two books or one book **and** one film from the lists in the specification.

Individual research topic -A level only: Students conduct individual research on a subject of personal interest, relating to the country or countries where the language of study is spoken.

## Assessment Information: AS Level

**Paper 1:** listening and responding, Reading, responding, and translation into English:

1 hour 45 minutes 45% of AS

**Paper 2:** Written exam: translation into French and essay on either a book or a film.

1 hour 30 minutes 25 % of AS

**Paper 3:** Speaking- Discussion of two sub-themes (6 – 7 minutes on each) with the discussion based on a stimulus card for each sub-theme.

30% of the AS.

## Assessment Information: A Level

**Paper 1:** listening and responding, Reading, responding, and translation into English and German.  
2hours 30 minutes 40% of A level

**Paper 2:** Two books or one book and film-written exam 2 hours 30% of A Level

**Paper 3:** Speaking- Individual research project and knowledge of one of four sub themes. Oral exam: 21-23 minutes (including 5 minutes preparation time). 30% of the A level. Assessments will be conducted by the school.

## Additional Information:

An A Level qualification in one or more foreign languages will certainly enhance employment opportunities, and open up a wider choice of degree courses for the student.

This course will prepare students for life in a world in which communication with other countries is of increasing significance and where young people will need to compete in the job market with their peers from other countries who will undoubtedly be multilingual.

In recent years, some A Level students have gone on to study:

Marketing  
International Law  
Aeronautics  
Journalism  
Chemistry





# Music

**Awarding Body:** Edexcel

**Entry Requirements** GCSE Music Grade 5+ or its equivalent is required. It would be an advantage if students had studied music theory to approximately Grade 5 standard prior to the course, but a lower theory grade will be considered – Theory exam does not need to have been sat, just studied.  
In order to be accepted onto the course, a student should be a confident performer either on an instrument or as a singer. The expected performance standard for A-level is approximately equivalent to ABRSM Grade 7.

## **Description of Course/ Course Structure:**

It is expected that all students will follow the 2 year A Level course with certification at the end of Y13.

Similar to the GCSE, the course has 3 components and will be taught concurrently.

- Component 1: Performing (30%)
- Component 2: Composing (30%)
- Component 3: Appraising Music (40%)

### **Component 1: Performing**

Externally assessed (60 marks, 12 marks available for difficulty of pieces)

Students may perform in any style or genre and on any instrument (or combination of instruments) and/or sing.

- Students perform for a minimum of 8 and maximum of 12 minutes (in one recording).

Performances must be recorded in school between 1 March and 31 May in the year of certification.

If the student's performance is less than the minimum time, considerable marks are deducted by the exam board.

### **Component 2: Composing**

Externally assessed (60 marks – each composition is worth 30 marks)

Students must compose two pieces:

- Composition 1 – Free composition OR Composition to a brief set by the board.
- Composition 2 – Technical exercise - This will be chosen from a list of briefs from Edexcel.

A level has a minimum of 4 minutes for the first piece and one minute for the brief assessing techniques, with a total time of 6 minutes

Edexcel will release the briefs at the start of September in the year of certification.

If the student's compositions are less than the minimum time, they will not be accepted as assessment evidence.

# Music

## Component 3: Appraising

### External Examination

2-hour paper (100 marks)

- 50 marks = General listening questions & Dictation
- 50 marks = Essay writing (2 essays – 1 unfamiliar and 1 familiar)

There are 6 areas of study: Students study 2 set works in each area (Popular Music contains 3 set works). All areas are compulsory for all students.

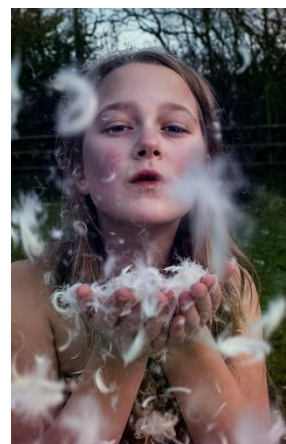
- Vocal Music
- Instrumental Music
- Music for Film
- Popular Music and Jazz
- Fusions
- New Directions

In addition, students will need to demonstrate their ability to analyse unfamiliar music related to each area of study in the final written examination.



# Photography

<b>Awarding body:</b>	AQA
<b>Entry requirements:</b>	5 GCSEs grade 4 - 9
<b>The course is aimed at:</b>	Students who wish to study Art to a higher level. Career opportunities include Graphic Design, Marketing and Advertising, Publishing, Media, Film, Events and Fashion Photography, etc.
<b>Course:</b>	2 year full A Level



## Description of the Course/Course Structure

The **full A level** in Photography is a 2-year course with 1 Externally Set Assignment (exam) at the end of the second year.

This course is for students who want to study Photography to a higher level and is ideal for those who want to go on to study an Art related course at University.

**A Level Photography students will have the opportunity to explore a wide range of ideas and develop skills in studio, documentary and landscape/architecture photography. They will learn about contemporary photographers and develop relevant industry skills in both the use of software packages and studio lighting equipment.**

In Photography, students follow a course similar in structure to A Level and GCSE Art. They produce a coursework project (portfolio) worth 60% of their final mark and sit an externally set exam worth 40%. Both the coursework portfolio and the exam are marked using the same Assessment Objectives:

- AO1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.
- AO2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.
- AO3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.



# Photography

## 1. Coursework Portfolio/ Personal Investigation

Students produce a body of work that takes the form of a sketchbook supported by an A3 portfolio of their own images. They explore an idea or theme developing work in a way that reflects their personal interests or strengths until they reach a final outcome. Work produced should satisfy the Assessment Objectives above and demonstrate that they have researched and responded to photographers relevant to their theme, experimented with their images and objects through photography and then produced a relevant final piece.

## 2. Personal Study

This is a separate piece of critical and analytical writing (1000-3000 words) making links to the student's own **Personal Investigation**, and supported by artists research and references. Through the personal study, students will demonstrate understanding of relevant social, cultural and historical sources. Students will also express personal interpretations or conclusions and use technical and specialist vocabulary.

## Controlled Assignment

Students will be issued with a paper from which they will select a title/starting point to develop ideas. They will have time to produce preparation work that satisfies the first 3 AO'S (just as they have done for their coursework) before they begin their exam. With photography, students will spend their exam editing one (or a series) of their own images selected as a final piece using Photoshop.

The A Level exam is 15 hours long typically split into a series of sittings of up to 5 hours. As in other subject areas exam conditions are observed. The focus in the exam is to produce a final outcome that satisfies AO4.



# Physical Education

**Awarding Body:** AQA

**Entry Requirements:** Grade 5 on **GCSE PE Theory Paper**

## **Aimed at:**

- Students who are interested in sport.
- Those who want to find out more about how the body works in sporting situations and how to improve its efficiency.
- Those who are interested in the history and sociology of sport and why it is organised and run like it is today.
- Students who pursue a career in Physiotherapy/ Sports Medicine/ Coaching/ Sports Science/ Nutritionist/ PE Teacher.

## **Description of Course/ Course Structure/ Assessment:**

- Linear – A-Level
- 70% theory, 30% Practical Performance
- Topic areas include: anatomy and physiology, skill acquisition, sport and society, biomechanics, exercise physiology, sports psychology, technology in sport.
- Activity List (see below)

## **A-Level Physical Education**

### **Theory**

2 x Exams –

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

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

### **Practical**

Students are assessed as a player/performer or coach in the full sided version of one activity.

+

Written/verbal analysis and evaluation of performance.

<b>PE Practical Activity List</b>
Amateur Boxing
Association Football
Athletics
Badminton
Basketball
Camogie
Canoeing (flat water & white water)
Cricket
Cycling (Track, road cycling or BMX)
Dance
Diving (Platform diving)
Equestrian
Figure Skating
Futsal
Gaelic football
Golf
Gymnastics (Floor routines and apparatus, acrobatic)
Handball
Hockey (Must be field hockey)
Hurling
Ice Hockey
Inline Roller Hockey
Kayaking (flat water & white water)
Lacrosse
Netball
Rock climbing (Can be indoor or outdoor)
Rowing
Rugby League
Rugby Union (Can be assessed as sevens or fifteen a side, not tag rugby)
Sailing
Sculling
Skiing (Outdoor/indoor on snow, not to be dry slopes)
Snowboarding (Outdoor/indoor on snow, not to be dry slopes)
Squash
Swimming (Not synchronised swimming)
Table tennis
Tennis
Trampolining
Triathlon (sprint only)
Volleyball
Water Polo
Windsurfing



# Sport - Level 3 BTEC

## BTEC Level 3 Extended Certificate in Sport

Awarding Body: Pearson  
Entry Requirements: Grade 4 on GCSE PE theory paper

### Aimed at:

- Students who are interested in sport.
- Those who want to find out more about how the body works in sporting situations and how to improve its efficiency.
- Those who are interested in the history and sociology of sport and why it is organised and run like it is today.
- Students who wish to pursue a career in sport. To include Physiotherapy/Sports Medicine/ Coaching/ Sports Science/ Nutritionist/ PE Teacher.
- 

### Description of Course/ Course Structure/ Assessment:

- 360 GLH (guided learning hours)
- Equivalent in size to one A-level
- 4 units
- 2 units exam based (externally assessed)
- 2 units coursework (internally assessed)
- Topic areas include anatomy and physiology, fitness training, professional development in the sports industry.

### External assessment

Unit	Type
Unit 1 - Anatomy and Physiology	Written paper (1.5 hours)
Unit 2 – Fitness Training	Supervised assessment period - written submission (2.5 hours) *

# Sport - Level 3 BTEC

## BTEC Level 3 – 4 Units

### **Unit 1. Anatomy and Physiology**

- Skeletal, muscular, cardiovascular and respiratory and energy systems
- Adaptations of each system
- 1.5-hour exam – externally marked

### **Unit 2. Fitness Training and Programming for Health, Sport and Well-Being**

- Client screening and lifestyle assessment
- Interpret lifestyle factors and health screening data from a scenario, and develop a fitness training programme and nutrition plan.
- 2.5 hours supervised assessment period – externally marked.

### **Unit 3. Professional Development in the Sports Industry**

- Knowledge and skills for different career pathways in the sports industry
- Involvement with personal skills audit, career action plan and practical interview assessment activities.
- Internal assessment
- 2 pieces of coursework

### **Unit 4. Sports Leadership**

- Requirements of effective leadership, key skills, qualities and characteristics.
- Delivering practical sessions and analysing leadership style.
- Internal assessment
- 3 pieces of coursework

# Physics

**Awarding Body:** AQA

**Entry Requirements:** This Physics course builds on concepts and skills that will have been developed in the GCSE Physics, Astronomy and Combined Science courses. Students wishing to apply for this Physics course need to have achieved a minimum of two grade 6s in GCSE Physics based subjects as well as grade 5 Mathematics. In addition, the commitment, attitude and effort that the student brings to the course will have a major impact on their success.

**Aimed at:** Students with an enthusiasm for Physics. Students who wish to develop their knowledge and skills for the study of Physics in Higher education. Pupils should consider taking A Level Physics if they plan on going on to take Engineering courses, Electronics, Architecture, or Physics based degrees such as Astrophysics.

## Description of the course:

AQA Physics A Level is a course which encompasses the most relevant and interesting parts of Physics. We will study topics such as Particle Physics, Quantum Physics, Mechanics, Electricity, Thermodynamics, Nuclear Physics, and Astrophysics, which ties in closely with the Astronomy GCSE course. There is a practical element, where students are required to complete several assessed practical tasks to assess their dexterity within a laboratory environment. There is also an amazing opportunity for students to go on a trip to visit the large hadron collider at CERN, Geneva, not to be missed!

## Assessment Information A Level:

Paper	Duration	Weighting A Level	Other Information
1 All AS Topics and Periodic Motion	2 hours	34%	25 Multiple choice questions and 60 marks of long and short answer questions (Total 85 marks)
2 Thermal Physics, Fields and Nuclear	2 hours	34%	25 Multiple choice questions and 60 marks of long and short answer questions (Total 85 marks)
3 Practical skills and data analysis Optional topic (Astrophysics)	2 hours	32%	45 marks of short and long answer questions on practical experiments and data analysis. 35 marks of short and long answer questions on optional topic

**Additional Information:** Sitting of all 3 A Level papers takes place in June of Year 13



# Psychology

**Awarding Body:** AQA

**Entry Requirements:** Students wishing to apply for Psychology need to have achieved a minimum of **two grade 6's** in **GCSE Science** and **Additional Science** or at least a grade **6** in **Biology** from the Triple science course. They will also need to have a **5** in **English Language** due to the essay content. In addition, the commitment, attitude and effort that the student brings to the course will have a major impact on their success.

**Aimed at:** Psychology A Level is ideal for students curious about the human mind and behaviour. If you're fascinated by why people think, feel, and act as they do, this course gives you the tools to explore these questions scientifically. It suits those who enjoy critical thinking, problem-solving, and real-world issues, offering a solid foundation for careers in mental health, education, business, and more.

## Description of the Course/Course Structure:

**Psychology A Level offers an exciting opportunity to delve into the science of human behaviour and mental processes.** Over the course of two years, you'll explore key psychological approaches, theories, and research that explain how we think, feel, and interact with the world. From understanding memory, attachment, and social influence to uncovering the complexities of mental health and disorders, each topic provides insights into everyday experiences and deeper human challenges.

In Year 1, you'll study foundational areas like cognitive, social, psychopathology and developmental psychology, learning how to critically analyse research studies and apply them to real-life situations. Year 2 expands into more specialised topics, including, schizophrenia, aggression and cognition and development and the workings of the brain, giving you a broader understanding of psychology's impact on society.

Throughout the course, you'll engage in a mix of theoretical study and practical research, developing skills in critical thinking, data analysis, and scientific investigation. Whether you plan to pursue a career in psychology, medicine or law, or simply want to broaden your understanding of people and behaviour, this course offers a rich and engaging experience that prepares you for both university and beyond.

## Assessment Information A2:

### A2 EXAM WILL BE SAT IN JUNE 2027

<b>Paper 1</b>	Social Influence, Memory, Attachment and Psychopathology Written exam: 2 hours	33.3%
<b>Paper 2</b>	Psychology in Context. Approaches in Psychology, Biopsychology and Research methods Written exam: 2 hours	33.3%
<b>Paper 3</b>	Issues and Options in Psychology Issues and Debates in Psychology, Cognition and Development, Schizophrenia and Aggression. Written exam: 2 hours	33.3%

Students will sit an examination in June 2026 in order to ensure continuation onto the second year of the course. The results from this examination will also be used for UCAS predictive grades for Universities and other references.

# Religious Studies (Philosophy & Ethics)

**Awarding Body:**

**AQA**

**Entry Requirements:**

Appropriate Grades for Sixth Form, an interest in the general area of Philosophy and Ethics, at least a Grade 5 in Religious Education – if you have taken this subject at GCSE – plus a Grade 5 in English.  
This course will be available to those who have not taken RE at GCSE but gained the entry requirement of a Grade 5 or above in English Language.

**Aimed At:**

Anyone who wishes to consider sciences, medicine, social work, the police force, economics, business etc. beyond the school. It is also aimed at those who have an interest in matters spiritual and moral or who wish to win arguments by reasoning. There is no requirement of belief or religious faith of any kind.

**A Level - Two-year qualification:** This course has two components

**Component 1: Philosophy of Religion and Ethics**

**Section A: Philosophy of religion:**

- Arguments for the existence of God
- Evil and Suffering
- Religious experience
- Religious language
- Miracles
- Self and life after death

**Section B: Ethics and religion:**

- Ethical theories
- Issues of human life and death
- Issues of animal life and death
- Introduction to meta ethics
- Free will and moral responsibility
- Conscience
- Bentham and Kant

**Component 2: Study of religion and dialogues (Christianity):**

**Section A**

- Sources of wisdom and authority
- God/gods/ultimate reality
- Self, death and the afterlife
- Good conduct and key moral principles
- Expression of religious identity
- Religion, gender and sexuality
- Religion and science
- Religion and secularisation
- Religion and pluralisation

**Section B:** The dialogue between philosophy of religion and religion

**Section C:** The dialogue between ethical studies and religion

# Religious Studies (Philosophy & Ethics)

## Assessment Information A Level:

There is no coursework in this subject but there are two examinations in the agreed times.

The examinations will contain structured questions and be demanding. You will be expected to show argumentative skills as well as the capacity to demonstrate and manipulate knowledge.

Component	Exam Duration	Marks	Weighting A Level
Component 1 Philosophy of Religion and Ethics	3 Hours	100	50% of A Level
Component 2 Study of Religion and Dialogues	3 Hours	100	50% of A Level



# Sociology

**Awarding Body:** AQA

**Entry Requirements:** Students wishing to apply for Sociology need to have achieved a Level 4 in English Language GCSE. In addition, the commitment, attitude and effort that the student brings to the course will have a major impact on their success.

**Aimed At:**

The course is aimed at students who have an interest in ‘the way society works’. It will help you to develop a multi-perspective and critical approach to understanding issues around culture, identity, crime, education and social power.

**Description of the Course/Course Structure:**

There is no examination at the end of Year 12. Students will sit 3 separate examinations at the end of Year 13 with each examination accounting for one third of your A Level grade. Exams consist of a mixture of short answers and extended questions.

**Topics Covered:**

Topic
<b>Education:</b> the impact of class, gender & ethnicity on students' attainment
<b>Research Methods and Theory:</b> You will learn how to conduct your own sociological research as well as looking at the different perspectives of society
<b>Family and Households:</b> You will study different family types and social policy as well as learning about the different types of childhood in and outside of the UK and how this has changed over the years.
<b>Crime &amp; Deviance:</b> You will learn about criminal behaviour including factors that might lead a person to become a criminal
<b>The Media:</b> who owns the media? What is the function of the media in the 21 <sup>st</sup> century?



**Additional Information:**

Sociology is a great choice of subject for people who are considering careers in many areas: PR, Journalism, Law, Teaching and Social Work to name but a few. The subject combines well with many other A Level courses, especially Psychology and Philosophy & Ethics

**Key Skills Opportunities:**

A Level Sociology will help you develop a range of skills that will benefit you, including:

- The use of evidence to support your arguments
- How to investigate facts and use deduction
- Critical thinking
- Making reasoned arguments
- Developing opinions and new ideas on societal issues

*“Looking back at my decision to study Sociology, I wanted a subject which would allow me some freedom & give me a broad range of careers options. I wanted a subject which encouraged debate and focused on the study of society & people”.* Charlotte W: Senior Project Manager

# Sixth Form Options 2025

BLOCK A	BLOCK B	BLOCK C	BLOCK D	BLOCK E
Biology	English Language & Literature	Art	Biology	Chemistry
Drama & Theatre	Computer Science	Business Studies	D & T Product Design	D&T Food Science & Nutrition Level 3 Dipl
History	Fashion & Textiles	Chemistry	English Literature	Economics
Mathematics	French	Film Studies	Geography	*Forensic Science & Criminal Investigations (Provisional)
Philosophy & Ethics	PE	*Forensic Science & Criminal Investigations (Provisional)	German	Mathematics
Photography	Psychology	Further Maths	Media Studies	Music
Physics	Sociology	History	Physics	Psychology
		Sociology	Sport BTEC Level 3	

## Choosing your subjects

Please select one subject per option block to ensure there is no clash on your timetable. Most students will follow 3 academic A Levels, one or two vocational subjects or a combination of both.

If you are undecided you may choose 4 subjects to begin with and aim to reduce this down to 3 subjects once your studies begin.

Students will have the opportunity to add to this with the Extended Project and our Enrichment Programme.

***\*Forensic Science & Criminal Investigations must be chosen in both blocks.***

***This is a double BTEC taught over 12 periods and is the equivalent to 2 A Levels.***

***PLEASE NOTE THIS COURSE IS NOT YET CONFIRMED, WE ARE WAITING ON A DECISION BY THE GOVERNMENT – SEE PAGES 26-30.***

***STUDENTS ARE ADVISED TO INCLUDE IT THEIR APPLICATION INITIALLY AND ONCE A DECISION HAS BEEN MADE THIS WILL BE CONFIRMED TO YOU.***

Here is a timetable of events until next September to help you plan.

## **2024/2025**

25 October	Applications open for entry September 2025
31 January	Deadline for completed applications
1 February <u>onwards</u> ,	Sixth Form Interviews with students commence
25 June	Sixth Form Induction Day One, for all applicants. Insight Afternoon for students new to Walton
26 June	Sixth Form Induction Day Two Subject Taster Sessions – all day
21 August	GCSE Results Day
2 September	Year 12 Enrolment for Sixth Form

**NOTE:** Sixth Form interviews and our Induction Programme are both **compulsory** for students who wish to join Sixth Form. **Parents are requested to avoid family holidays during the June Induction Programme.**

If there are any further queries, please do not hesitate to contact the Sixth Form Team:

Director of Sixth Form  
Head of Sixth Form  
Head of Sixth Form  
Post 16 Administrator

Mrs K Cooper  
Miss R Weaver  
Mrs K Curtis  
Mrs J Wellings Email [sixthform@walton.staffs.sch.uk](mailto:sixthform@walton.staffs.sch.uk)