

HOE VALLEY SIXTH FORM CURRICULUM GUIDE

2023-2025

Second Edition



HOE VALLEY SIXTH FORM CURRICULUM GUIDE 2023-2025



DEAR STUDENT/PARENT/CARER,

This guide provides an overview of all our A level and BTEC courses, including revised entry requirements, an outline of what students will learn and how they will be assessed during their two-year courses. All subjects are offered at A level unless otherwise stated.

Our student's academic studies are supported further through sessions dedicated to study skills and revision development. Students are also required to complete independent study sessions on-site outside of timetabled lessons. On top of this, departments provide drop-in clinics and after-school revision sessions to support progress.

Universities and employers alike look for a wide range of skills and experiences beyond academic qualifications, and so students at Hoe Valley Sixth Form are expected to complete a programme of enrichment activities.

These can range from informally learning a new language or martial art, to producing artworks to display in an exhibition, taking part in competitive sport or even gaining extra qualifications such as the Extended Project Qualification or Duke of Edinburgh Gold Award. The enrichment offer each year is shaped by our students, and we provide an outline at the back of this guide.

I hope you find the guide useful in choosing what you will study. Please feel free to contact me or the listed subject leaders for further advice or guidance.

We look forward to supporting you during your studies at Hoe Valley Sixth Form!

Mr Inglis
HEAD OF SIXTH FORM

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LEAD MRS C KELLY

	AUTUMN TERM	SPRING TERM	SUMMER TERM
Year 12	Portfolio of work	Personal Investigation Research	Personal Investigation
Skills	Practical Skills Workshop, including mixed media pieces, oil painting, photography, digital art and printmaking, to name a few.	Personal investigation into a concept or theme supported by written material. Focus on initial research, investigation and analytical skills.	Further development of the Personal Investigation with focus on responding to the work of artists, developing ideas and exploring media.
Assessment	Portfolio of work: providing opportunities for producing work for Post 18 portfolios and bridge the skills gap between GCSE and A level.	(60% of A level grade)	(60% of A level grade)
Year 13	Personal Investigation: Essay writing and development of personal outcomes.	Externally Set Assignment	Externally set Assignment: final outcomes
Skills	Developing essay writing, critical understanding and analytical skills; producing written work of between 1,000 and 3,000 words.	A project set by the exam board. Students will choose one of eight questions to be used as a starting point; developing preparatory studies towards a personal outcome.	Students must produce a finished outcome or a series of related finished outcomes in 15 hours supervised time.
Assessment	Personal investigation NEA (60% of grade)	Externally set Assignment (40% of grade)	Externally set Assignment (40% of grade)

EXAM BOARD [AQA A level Art and Design](#)

SUBJECT ENTRY REQUIREMENTS 5 in GCSE Art, Design Technology or Textiles.

What three things should I do to further my independent learning of this subject?

- 1 Practise observational drawing at every opportunity. Keep a personal sketchbook of drawings, found items and information on artists you find interesting.
- 2 Visit art galleries and exhibitions.
- 3 Take lots of photographs.

USEFUL WEBSITES

www.studentartguide.comwww.bbc.co.uk/bitesize/subjects/zts3kqt

	AUTUMN TERM	SPRING TERM	SUMMER TERM
Year 12	1. Biological Molecules 2. Cells	3a. Organisms exchange substances with their environment 4a. Genetic information, variation and relationships between organisms	3b. Organisms exchange substances with their environment 4b. Genetic information, variation and relationships between organisms
Skills	Practical Endorsement • required practicals 1-4	Practical Endorsement • required practical 6	Practical Endorsement • required practical 5
Assessment	Units 1 and 2	Units 3a and 4a	Units 3b and 4b
Year 13	5. Energy transfers in and between organisms – Photosynthesis 6. Organisms respond to changes in their internal and external environments	7. Genetics, populations, evolution and ecosystems 8. The control of gene expression	Consolidation and revision
Skills	Practical endorsement • required practicals 7-11	Practical endorsement • required practical 12	Revision techniques, memory development and retrieval, decoding exam questions
Assessment	Units 5 and 6	Units 7 and 8	Final exams

EXAM BOARD AQA A LEVEL BIOLOGY

SUBJECT ENTRY REQUIREMENTS 6 in GCSE Biology or 6,6 in Combined Science, 5 in English Language and 6 in Maths

What three things should I do to further my independent learning of this subject?

1 Download the BBC News app and set “Biology” as a topic under “My News” – visit and read “My News” regularly.

2 Review you learning regularly throughout the course by completing units in A-Level Biology on the SENECA platform.

3 Watch past and present Biology-focussed Horizon episodes on BBC iPlayer and invest in “Campbell Biology” [click here](#) – it will take you beyond A-Level to the first year of a Biology Degree.

USEFUL WEBSITES

Subscribe to “Biology Carol” on You Tube www.youtube.com/c/biologycarol

Subscribe to “Free Science Lessons” on You Tube, which now has A-Level Biology content www.youtube.com/c/Freesciencelessons/playlists?view=50&sort=dd&shelf_id=4

LEAD MRS K HIBBETT

	AUTUMN TERM	SPRING TERM	SUMMER TERM
Year 12	What is Business? Managers leadership and decision making Decision making to improve marketing performance	Decision making to improve operational performance Decision making to improve financial performance	Decision making to improve human resource performance
Skills	AO1, AO2, AO3 & AO4	AO1, AO2, AO3 & AO4	AO1, AO2, AO3 & AO4
Assessment	Units 1 and 2	Units 3a and 4a	Units 3b and 4b
Year 13	Topic assessments take place at the end of the unit, which includes practice exam questions	Topic assessments take place at the end of the unit, which includes practice exam questions	Paper 1: Business 1 Paper 2: Business 2
Skills	AO1, AO2, AO3 & AO4	AO1, AO2, AO3 & AO4	AO1, AO2, AO3 & AO4
Assessment	Topic assessments take place at the end of the unit, which includes practice exam questions	Topic assessments take place at the end of the unit, which includes practice exam questions	Paper 1: Business 1 Paper 2: Business 2 Paper 3: business 3

EXAM BOARD **AQA A LEVEL BUSINESS**

SUBJECT ENTRY REQUIREMENTS 5s in GCSE English Language and Maths

At HVS we will be studying Business by taking a holistic approach to the subject. We investigate the interrelated nature of business using business models, theories and techniques to support analysis of contemporary business issues and situations to provide a dynamic course.

The course is designed to engage students through topics and issues that are relevant in today's society – they will study key contemporary developments such as digital technology and business ethics, and globalisation is covered throughout the topics.

Students will develop the knowledge and skills needed to analyse data, think critically about issues and make informed decisions – all skills that are needed for further study and employment.

What three things should I do to further my independent learning of this subject?

- 1** Read and keep informed about current topical news stories in the Business world.
- 2** Begin to familiarise yourself with critical essays on business topics so that you become familiar with this style of writing.
- 3** Develop your time management skills and plan to complete homework and revision activities frequently (little and often are the best ways to develop long-term metacognitive recall of theories).

USEFUL WEBSITES

www.tutor2u.net/business/topics

www.bbc.co.uk/news/business

www.ft.com

LEAD MISS S LEIGH

	AUTUMN TERM	SPRING TERM	SUMMER TERM
Year 12	Physical Chemistry 1: • Atomic structure • Amount of substance • Bonding • Energetics • Kinetics • Chemical equilibria • REDOX reactions	Inorganic chemistry 1: • Periodicity • Group 2 metals • Group 7	Organic chemistry 1: • Alkanes • Halogenoalkanes • Alkenes • Alcohols • Organic analysis
Skills	Required practicals 1, 2, 3	Required practical 4	Required practical 5, 6
Assessment	Physical chemistry assessment	Inorganic chemistry assessment	Organic chemistry assessment
Year 13	Physical chemistry 2: • Thermodynamics • Rate equations • Equilibrium constant • Electrode potentials • Acids and bases Inorganic chemistry 2: • Period 3 • Transition metals • Reactions of ions in aqueous solutions	Organic chemistry 2: • Optical isomerism • Aldehydes and ketones • Carboxylic acids • Aromatic chemistry • Amines • Polymers • Amino acids, proteins and DNA • Organic synthesis • Nuclear magnetic resonance spectroscopy • Chromatography	Consolidation and revision
Skills	Required practicals 7, 8, 9, 11	Required Practical 10, 12.	
Assessment	Physical chemistry and inorganic chemistry assessment	Organic chemistry assessment	Final exams

EXAM BOARD [AQA A LEVEL CHEMISTRY](#)

SUBJECT ENTRY REQUIREMENTS 6 in GCSE Chemistry or 6,6 in Combined Science, 5 in English Language and 6 in Maths

What three things should I do to further my independent learning of this subject?

1 Download the BBC News app and set "Chemistry" as a topic under "My News" – visit and read "My News" regularly.

2 Review you learning regularly throughout the course by completing units in A-Level Chemistry on the SENECA platform.

3 Have a look at this [recommended reading list](#) for Chemistry A-level and invest in something which interests you.

USEFUL WEBSITES

[Chemguide](#)
[A-Level Chemistry](#)

[Knockhardy](#)
[Science with Hazel](#)

[Royal Society of Chemistry](#)
[Dr Beattie's Chemistry Essentials](#)

	AUTUMN TERM	SPRING TERM	SUMMER TERM
Year 12	The World of The Hero: <i>Homer's Iliad</i> Culture & the Arts: <i>Invention of the Barbarian</i>	The World of The Hero: <i>Homer's Iliad</i> Culture & the Arts: <i>Invention of the Barbarian</i>	The World of The Hero: <i>Homer's Iliad/ Virgil's Aeneid</i> Culture & the Arts: <i>Invention of the Barbarian/ Belief & Ideas: Greek Religion</i>
Skills	AO1, AO2	AO1, AO2	AO1, AO2
Assessment	Students will practise a range of exam skills, including: Short answer question 10 mark stimulus question 20 mark essay 30 mark essay.	Students will practise a range of exam skills, including: Short answer question 10 mark stimulus question 20 mark essay 30 mark essay.	Students will practise a range of exam skills, including: Short answer question 10 mark stimulus question 20 mark essay 30 mark essay.
Year 13	The World of The Hero: <i>Virgil's Aeneid</i> Belief & Ideas: <i>Greek Religion</i>	The World of The Hero: <i>Virgil's Aeneid</i> Belief & Ideas: <i>Greek Religion</i>	The World of The Hero: <i>Virgil's Aeneid</i> Belief & Ideas: <i>Greek Religion</i> Synoptic Revision of all modules
Skills	AO1, AO2	AO1, AO2	AO1, AO2
Assessment	Short answer question 10 mark stimulus question 10 mark idea question 20 mark essay 30 mark essay.	Short answer question 10 mark stimulus question 10 mark idea question 20 mark essay 30 mark essay.	<i>All four modules are examined synoptically in Y13.</i> <i>The World of the Hero x 2 modules = 40%</i> <i>Culture & the Arts = 30%</i> <i>Belief & Ideas = 30%</i>

EXAM BOARD OCR A LEVEL CLASSICAL CIVILISATION

SUBJECT ENTRY REQUIREMENTS 5 in GCSE English Language or 5 in a language.

What three things should I do to further my independent learning of this subject?

1 Read widely about the ancient world! There are a number of excellent and very readable authors writing about Rome – look for books by Mary Beard, Stephen Fry and Neil Gaiman. The *Very Short Introduction* series has a number of useful little books on Classical subjects.

2 Read *Homer's Odyssey* in translation. Watch modern productions of classical plays. Visit the British Museum, the Ashmolean Museum in Oxford or the Sir John Soanes Museum to appreciate ancient artefacts.

3 Read Omnibus magazine, or consider entering one of the many essay-writing competitions for A Level students – University Classics departments are a good place to start, or contact Ms Weightman for more information.

USEFUL WEBSITES

www.classicalassociation.org/publications/omnibus

COMPUTER SCIENCE

LEAD MR P CUMMINS

	AUTUMN TERM	SPRING TERM	SUMMER TERM
Year 12	Elements of computational thinking. How data is exchanged between different systems.	Problem solving and programming. Analysis and design of a problem.	Development and evaluation of a problem. Data types, data structures and algorithms.
Skills	AO1	AO2 and AO3	AO3
Assessment	Paper 1 Exchanging data	Paper 2 Elements of computational thinking and Problem solving and programming	Submission of NEA (worth 20% of the course – can retake)
Year 13	The use of algorithms to describe problems and standard algorithms. Characteristics of contemporary processors, input, output and storage devices.	Software development and various computing issues. Recapping Computer systems (01) and Algorithms and programming (02*)	Revision for final exams.
Skills	AO1 and AO2	AO1 and AO2	AO1, AO2 and AO3
Assessment	Paper 1 and Paper 2	Paper 1 and Paper 2	Final exams

EXAM BOARD [OCR A LEVEL COMPUTER SCIENCE](#)

SUBJECT ENTRY REQUIREMENTS 5 in GCSE Maths and English Language or 5 in Computer Science

What three things should I do to further my independent learning of this subject?

- 1 Regularly watch “Click” – a weekly BBC television programme covering technology news and recent developments in the world of technology and the Internet (link below).
- 2 Review you learning regularly throughout the course by completing units in A-Level OCR Computing on the SENECA platform.
- 3 Watch past and present Computer-focussed Xmas lectures episodes (link below) and read Andriy Burkov “The Hundred-Page Machine Learning Book” (link below) – The book is distributed on the “read first, buy later” principle.

USEFUL WEBSITES

[BBC Click](#)

[Xmas Lectures](#)

[Khan Academy](#)

[w3schools Python exercises](#)

[The Hundred-Page Machine Learning Book](#)

DRAMA & THEATRE STUDIES

LEAD MRS M YOUNG

	AUTUMN TERM	SPRING TERM	SUMMER TERM
Year 12	Comp 1 Set Text Live Theatre Production prep Comp 2 Practitioners	Comp 2 Creating original drama	Comp 1 Set text revision Comp 3 Scripted Mock
Skills	Revision techniques Practical exploration	Devising drama	Revision techniques Practical exploration
Assessment	Comp 1 paper	Devised performance Portfolio	Performance of Comp 3
Year 13	Comp 1 Set text revision Comp 3 Making Theatre prep	Comp 3 Making Theatre Comp 1 revision	Comp 1 final revision
Skills	Revision techniques Practical exploration	Practical exploration Revision techniques	Revision techniques
Assessment	Comp 1 paper	Performance of Comp 3 Reflective report	Final Exam

EXAM BOARD AQA A LEVEL DRAMA AND THEATRE STUDIES

SUBJECT ENTRY REQUIREMENTS 5 in GCSE Drama

What three things should I do to further my independent learning of this subject?

1 Familiarise yourself with a range of Drama practitioners.

2 Watch as many different live performances as possible.

3 Have a well organised folder with clearly labelled tabs so you can use it as a revision guide.

USEFUL WEBSITES

www.aqa.org.uk/resources/drama-and-performing-arts/as-and-a-level/drama-and-theatre/teach/command-words

www.aqa.org.uk/resources/drama-and-performing-arts/as-and-a-level/drama-and-theatre/teach/subject-specific-vocabulary

LEAD MRS K HIBBETT

	AUTUMN TERM	SPRING TERM	SUMMER TERM
Year 12	3.1 Markets and Market failure	3.2 The National economy in a global context	Consolidation and examination preparation
Skills	AO1, AO2, AO3 & AO4	AO1, AO2, AO3 & AO4	AO1, AO2, AO3 & AO4
Assessment	End of unit assessment	End of unit assessment	Paper 1 Markets and Market failure – Mock Paper 2 The National Economy – Mock
Year 13	4.1 Individuals, firms, markets and market failure	4.2 The national and international economy	Consolidation of units 1 and 2, Examination preparation and case study analysis
Skills	AO1, AO2, AO3 & AO4	AO1, AO2, AO3 & AO4	AO1, AO2, AO3 & AO4
Assessment	Paper 2 National and international economy – Mock	Paper 3 Economic principles and issues – Mock	Paper 1 Markets and Market failure Paper 2 National and International economy Paper 3 Economic principles and issues

EXAM BOARD AQA A LEVEL ECONOMICS

SUBJECT ENTRY REQUIREMENTS 5s in GCSE English Language and Maths

The specification is split into two main sections: microeconomic issues and macroeconomic issues. Students will be assessed on their ability to use both quantitative and qualitative evidence to evaluate arguments and to support judgements relating to economic issues and problems.

What three things should I do to further my independent learning of this subject?

1 Keep up to date with local and national politics and economic issues through appropriate media, investigate the economic policies that UK governments have undertaken from 1980 to the present and be able to consider the impact these policies have had on industry.

2 Practise handling data and statistics from financial media on different industries by putting them into graphs and explaining the trend in the data. Practice demand and supply curves for different products and industries and analyse the changes from these graphs on variables within these industries such as labour costs or changes in production costs

3 Plan your time management skills and plan to complete homework and revision activities frequently (little and often are the best ways to develop long-term metacognitive recall of theories).

USEFUL WEBSITES

www.tutor2u.net/economics
www.economicshelp.org/

www.revisionworld.com/a2-level-level-revision/economics-level-revision

LEAD MRS F. AUGUST

	AUTUMN TERM	SPRING TERM	SUMMER TERM
Year 12	Introduction to engineering materials and practical techniques.	Computer aided design – designing and making your own project.	Mini iterative design project – design, plan, make and evaluate a product.
Skills	A combination of practical, design and written skills.	A combination of practical, design and written skills.	A combination of practical, design and written skills.
Assessment	Design folder and practical project. Exam questions	Design folder and practical project. Exam questions	Design folder and practical project. Exam questions
Year 13	Iterative design project – a substantial design and make project that accounts for 50% of the final grade.	Iterative design project – a substantial design and make project that accounts for 50% of the final grade.	Theory revision for final A level exams.
Skills	A combination of practical, design and written skills.	A combination of practical, design and written skills.	Exam techniques and revision.
Assessment	Portfolio and product accounting for 50% of the A level.	Portfolio and product accounting for 50% of the A level. Mock examination	Final A level exams

EXAM BOARD A LEVEL DESIGN ENGINEERING

SUBJECT ENTRY REQUIREMENTS 5 in GCSE Maths and 5,5 in Combined Science

You will develop decision making skills, including the planning and organisation of time and resources when managing a project as well as building and developing on their knowledge and understanding from GCSE, whilst also having the freedom to focus in more depth on areas of design and technology that most interests them. This allows access to a range of future career aspirations in the design and engineering industries, leading to future careers in product design, engineering, architecture, fashion and graphic design.

What three things should I do to further my independent learning of this subject?

- 1** Visit Brooklands Museum and Mercedes Benz world.
- 2** Watch any relevant television programmes.
- 3** Make any craft projects to improve fine motor skills including making flat pack furniture!

USEFUL WEBSITES

Instructables

Design Museum

ENGLISH LITERATURE

LEAD MISS TAYLOR-WAREHAM

	AUTUMN TERM	SPRING TERM	SUMMER TERM
Year 12	Shakespeare (King Lear) & Critical Anthology Contemporary poetry (Poems of the Decade)	Drama (Dr Faustus) Contemporary Poetry (Poems of the Decade)	Unseen Analysis Introduction to NEA – text selection and study.
Skills	AO1, AO2, AO3 & AO5	AO1, AO2, AO3	AO1, AO2, AO4
Assessment	Paper 1 Section A	Paper 1 Section B	Paper 3 Section A
Year 13	NEA – writing Prose (Wuthering Heights & A Thousand Splendid Suns)	Poetry (Christina Rossetti) Revision of drama texts.	Revision for final exams.
Skills	AO1, AO2, AO3, AO4 & AO5	AO1, AO2, AO3 & AO5	AO1, AO2, AO3, AO4 & AO5
Assessment	Submission of NEA (worth 20% of the course) Paper 2	Paper 3 Section B	Final exams

EXAM BOARD **PEARSON A LEVEL ENGLISH LITERATURE**

SUBJECT ENTRY REQUIREMENTS 5 in GCSE English Literature

At HVS we will be studying the following texts:

- Drama: King Lear & Dr Faustus
- Prose: Women and Society - Wuthering Heights & A Thousand Splendid Suns
- Poetry: Poems of the Decade Anthology & Christina Rossetti
- NEA: Two further literature texts of your choice

What three things should I do to further my independent learning of this subject?

1 Read a wide range of literature texts across a range of genres and time periods.

2 Begin to familiarise yourself with critical essays so that you become familiar with this style of writing.

3 Engage with nominations for various book awards (e.g. The women's prize for fiction) and consider why certain selections are made.

USEFUL WEBSITES

[York Notes](#)

[Women's prize for fiction](#)

[The Booker Prizes](#)

LEAD MISS TAYLOR-WAREHAM

	AUTUMN TERM	SPRING TERM	SUMMER TERM
Year 12	Non-fiction – Voices in Speech and Writing Anthology NEA – writing non-fiction.	Drama (Dr Faustus) Contemporary Poetry (Poems of the Decade)	Introduction to literary techniques and terminology. Prose fiction – (The Great Gatsby)
Skills	AO1, AO2, AO3, AO4 & AO5	AO1, AO2, AO3, AO4 & AO5	AO1, AO2, AO3, AO4
Assessment	Paper 1 Section A	Paper 2 Section A	Paper 2 Section B
Year 13	Shakespeare – (Othello) Submission of NEA	Drama text (A Streetcar Named Desire) Revision of non-fiction	Revision for final exams.
Skills	AO1, AO2, AO3, AO4 & AO5	AO1, AO2 & AO3	AO1, AO2, AO3, AO4
Assessment	Paper 2 Section B Submission of NEA (worth 20% of the course Paper 2)	Paper 1 Section B	Final Exams

EXAM BOARD **PEARSON A LEVEL ENGLISH LANGUAGE AND LITERATURE**

SUBJECT ENTRY REQUIREMENTS 5 in GCSE English Language or Literature

At HVS we will be studying the following texts:

- Non-fiction - Voices in Speech and Writing
- Drama - A Streetcar Named Desire
- Literary Fiction - The Great Gatsby and Othello
- NEA: You will produce two pieces of writing (one non-fiction and one fiction) based on a topic of your choice.

What three things should I do to further my independent learning of this subject?

1 Read a wide range of literature texts including Shakespeare and non-fiction.

2 Research how to write both fiction and non-fiction.

3 Begin to familiarise yourself with critical essays so that you become familiar with this style of writing.

USEFUL WEBSITES

www.yorknotes.com/alevel/english-literature/othello-2017/overview

www.yorknotes.com/alevel/english-literature/the-great-gatsby-2017/overview

FASHION AND TEXTILES

LEAD MRS F AUGUST

	AUTUMN TERM	SPRING TERM	SUMMER TERM
Year 12	Fashion history and fashion design. Fibres and fabrics. Properties, performance characteristics and joining fabrics. Design and make a garment that uses elements of a fashion era of your choice.	Famous designers and classic designs Use of finishes, enhancement of materials and use of components. Using and adapting a commercial pattern to make a garment of your choice.	Fast fashion, fashion cycles and fashion predictions. Enterprise marketing and feasibility. Designing and making for specific groups - making a garment for a client group with specific needs.
Skills	A combination of practical, design and written skills.	A combination of practical, design and written skills.	A combination of practical, design and written skills.
Assessment	Design folder and practical garment. Exam questions	Non examination assessment garment and portfolio (with 50% of the A level). To be completed by March.	Theory revision for final A level exams.
Year 13	Non examination assessment (NEA) garment and portfolio (worth 50% of the A level).	Non examination assessment garment and portfolio (with 50% of the A level). To be completed by March.	Theory revision for final A level exams.
Skills	A combination of practical, design and written skills.	A combination of practical, design and written skills.	Technical knowledge and
Assessment	NEA accounts for 50% of the final A level grade. Mock written paper.	NEA accounts for 50% of the final A level grade. Mock written paper.	Final A level exams

EXAM BOARD AQA A LEVEL FASHION AND TEXTILES

SUBJECT ENTRY REQUIREMENTS 5 in GCSE Art or Textiles

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 into 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.

What three things should I do to further my independent learning of this subject?

- 1 Follow fashion trends and identify influences on fashion eg Films.
- 2 Watch relevant Television programmes eg Great British Sewing Bee
- 3 If possible try sewing craft projects either using a machine or by hand.

USEFUL WEBSITES

Vogue

Grazia

LEAD MRS F AUGUST

	AUTUMN TERM	SPRING TERM	SUMMER TERM
Year 12	Introduction to nutrition – in depth study of Micro and Macro Nutrients. Practical skills – weekly cooking to develop higher level skills.	Nutrition for specific groups. Practical skills – weekly cooking to develop higher level skills.	Prepare for exam – Ensuring Food is safe to eat. Creation of folder that is taken into the exam.
Skills	Mix of practical theory and research skills.	Mix of practical theory and research skills.	Mix of practical theory and research skills.
Assessment	Practical assessment and exam questions	Practical assessment and exam questions	Exam Ensuring Food is safe to eat that accounts for 25% of the qualification.
Year 13	Complete coursework – meeting the nutritional needs of specific groups.	Complete Coursework – Current issues in Food Science and Nutrition	Preparation and revision for the final exam
Skills	Written and practical to produce a portfolio and final practical exam.	Research and writing skills.	Exam techniques and practice
Assessment	Coursework that accounts for 25% of the qualification	Coursework that accounts for 25% of the qualification	Final exam – Meeting the nutritional needs of Specific groups.

EXAM BOARD WJEC LEVEL 3 DIPLOMA IN FOOD SCIENCE AND NUTRITION

SUBJECT ENTRY REQUIREMENTS 4,4 in GCSE Combined Science

An understanding of food science and nutrition is relevant to many industries and job roles. The WJEC Level 3 Diploma in Food Science and Nutrition has been designed to provide learners with underpinning knowledge, understanding and skills to progress to further study and training. It offers exciting and interesting experiences that focus learning for 16–18 year old learners through applied learning, i.e. through the acquisition of knowledge and understanding in purposeful contexts linked to the food production industry.

What three things should I do to further my independent learning of this subject?

- 1 Watch any cooking programmes on television.
- 2 Cook new dishes and follow recipes independently.
- 3 Try new foods whenever possible.

USEFUL WEBSITES

BBC Good Food

Food a fact of life

	AUTUMN TERM	SPRING TERM	SUMMER TERM
Year 12	Themes you will study include: Changes in French society: <ul style="list-style-type: none"> • Family Life • Education • Employment 	Themes you will study include: Immigration and multicultural society in France, including the rise of the extreme right. Film studies – La Haine	Themes you will study include: Occupation and resistance: <ul style="list-style-type: none"> • The French Resistance • The Nazi occupation • The Vicky government Introduction to the IRP.
Skills	Vocabulary learning L/R Comprehension Spontaneous speaking Translation with precision	Developing research skills – PEEL Summary writing Critical analysis of a film.	Residential visit to / Work Experience in France Research skills for IRP
Assessment	Paper 1 Section A/B/C – selected questions Speaking cue cards	Paper 2 Section A/C Speaking cue cards	Paper 1 Section A/B/C Paper 2 Section A/C Speaking cue cards
Year 13	Literary text: Boule de Suif (et autres contes de guerre) - Guy de Maupassant	The French speaking world: <ul style="list-style-type: none"> • Music • Media • Festivals and Traditions 	Revision for Final Exams
Skills	IRP – 2 minute presentation Essay writing – critical analysis of a literary text.	IRP – development of perceptive analysis Critical analysis.	Final Exams
Assessment	Paper 1/2 Section A/B/C Speaking presentation	Paper 1 /2 Section A/B/C Paper 3 Mock speaking	Final Exams

EXAM BOARD PEARSON A LEVEL FRENCH

SUBJECT ENTRY REQUIREMENTS 5 in GCSE French

You will develop highly sought after practical and valuable language and transferable study skills which will significantly enhance your employability profile. A Level French is a facilitating subject which is highly regarded by the leading Russell Group universities. You choose your own Independent Research Project which will support your UCAS application. French A Level lends itself beautifully to a BA(Hons) or BSc(Hons) degree with a multitude of subjects at university.

What three things should I do to further my independent learning of this subject?

- 1** Keep up to date with Current Affairs in the French-Speaking world by regularly reading the Press and listening to the News.
- 2** Develop a systematic schedule for learning vocabulary, along with synonyms and antonyms (little and often is the best way to develop long-term vocabulary recall).
- 3** Familiarise yourself with a timeline of recent French history so that films, literature and music can be enjoyed and understood within a context.

GEOGRAPHY

LEAD MR C MACCARRON AND MRS H SPARK

	AUTUMN TERM	SPRING TERM	SUMMER TERM
Year 12	Dynamic landscapes 1. Tectonic plates 2. Coastal landscapes and changes.	Physical systems and sustainability 1. Water cycle and water security. 2. Carbon cycle and energy security.	Field Work and Geographical Skills
Skills	AO1, AO2, AO3	AO1, AO2, AO3	AO1, AO2, AO3
Assessment	End of unit test and essay based questions.	End of unit test and essay based questions.	Paper 1 and Paper 2 *1st draft of independent field work.
Year 13	Human systems and geopolitics 1. Super powers 2. Migration, identity and sovereignty	Dynamic places 1. Globalisation 2. Diverse places	Field Work and Geographical Skills
Skills	AO1, AO2, AO3	AO1, AO2, AO3	AO1, AO2, AO3 Field work skills 1-8
Assessment	End of unit test and essay based questions.	End of unit test and essay based questions.	Paper 1, 2 and 3 *Submission of independent investigation.

EXAM BOARD PEARSON A LEVEL GEOGRAPHY

SUBJECT ENTRY REQUIREMENTS 5 in GCSE Geography, 5 in Maths and English Language

What three things should I do to further my independent learning of this subject?

- 1** Read and watch a wide range of geographic material.
- 2** Explore geographically noteworthy locations in the UK. (This can also be done virtually)
- 3** Keep up to date with world politics and the news.

USEFUL WEBSITES

www.bbc.co.uk/bitesize/subjects/z2f3cdm

www.geographyfieldwork.com/GeographyinthenewsBBC.htm

www.geographyrevisionalevel.weebly.com

LEAD MRS N BONIFACE

	AUTUMN TERM	SPRING TERM	SUMMER TERM
Year 12	Themes you will study: Music Media Festivals, customs and traditions Historical background to Germany during the Cold War.	Themes you will study include: Education in Germany Nature and Environment Film studies - Goodbye Lenin!	Themes you will study include: Working life in Germany. Introduction to the IRP. Immigration and multicultural society.
Skills	Vocabulary learning L/R Comprehension Spontaneous speaking Translation with precision	Developing research skills – PEEL Summary writing Critical analysis of a film.	Residential visit to / Work Experience in France Research skills for IRP
Assessment	Paper 1 Section A/B/C – selected questions Speaking cue cards	Paper 2 Section A/C Speaking cue cards	Paper 1 Section A/B/C Paper 2 Section A/C Speaking cue cards
Year 13	Historical background to the literary text. The Fall of the Berlin Wall The Reunification of Germany	The rise of right extremism The impact of the Gastarbeiter on modern day Germany	Revision for Final Exams
Skills	IRP – 2 minute presentation Essay writing – critical analysis of a literary text.	IRP – development of perceptive analysis Critical analysis	Final Exams
Assessment	Paper 1/2 Section A/B/C Speaking presentation	Paper 1/2 Section A/B/C Paper 3 Mock speaking	Final Exams

EXAM BOARD **PEARSON A LEVEL GEOGRAPHY**

SUBJECT ENTRY REQUIREMENTS 5 in GCSE German

Immersed in the target language, you will rapidly develop spoken and written fluency. You will develop highly sought after practical and valuable language and transferable study skills which will significantly enhance your employability profile. A Level German is a facilitating subject which is highly regarded by the leading universities. You choose your own IRP which will support your UCAS application.

What three things should I do to further my independent learning of this subject?

- 1** Keep up to date with Current Affairs in the German Speaking world
- 2** Develop a systematic schedule for learning vocabulary
- 3** Familiarise yourself with recent German history so that films, literature and music can be enjoyed and understood within a context

USEFUL WEBSITES

www.kerboodle.com

www.deutsch.lingolia.com/en/grammar

www.tagasschau.de

www.zdf.de/kinder/logo

GRAPHIC COMMUNICATION

LEAD MRS C KELLY

	AUTUMN TERM	SPRING TERM	SUMMER TERM
Year 12	Project 1: The National Trust Basic skills, the formal elements and introducing the specification requirements including presentation of work and making connections with the work of others	Project 2: Personal Mini Project Develop a personal project, which covers the requirements of Component 1 on a smaller scale.. Although ideas may springboard from this project or the weeks of mini skills building workshops	Project three Year 12 - Year 13 Component 1 (Personal Investigation) Component 1 is a sustained and focused investigation in response to an issue, theme or idea identified and chosen by the student. It is a practical body of work, which is supported by written material of between 1000 and 3000 words.
Skills	Basic recording, media processes, photography and digital skills	Developing an idea, responding to the work of others, critical analysis, refining outcomes, presenting ideas	Critical analysis, essay writing, presenting ideas, development of outcomes, practical investigations.
Assessment	AQA assessment objectives 1-4	AQA assessment objectives 1-4	(60% overall grade). Marked out of 96
Year 13	Project three Year 12 – Year 13 Component 1 (Personal Investigation) Component 1 continued. developing outcomes for the sustained and focused investigation in response to a chosen issue or idea. A practical body of work, which is supported by written material of between 1000 and 3000 words.	Project four Year 13 Component 2 Component 2, The externally set assignment (ESA) gives the opportunity to develop and explore ideas relevant to an externally set starting point. Students are required to realise their intentions in an outcome or series of outcomes during the period of supervised time.	Summer Exam 15 hours of supervised time to complete work to conclude the Personal investigation
Skills	Critical analysis, essay writing, presenting ideas, development of outcomes, practical investigations.	Critical analysis, essay writing, presenting ideas, development of outcomes, practical investigations.	
Assessment	AQA assessment objectives 1-4	AQA assessment objectives 1-4 (40% overall grade). Marked out of 96	15 hour supervised assessment

EXAM BOARD AQA A LEVEL ART AND DESIGN: GRAPHIC COMMUNICATION

SUBJECT ENTRY REQUIREMENTS 5 in GCSE Art or Photography preferable

What three things should I do to further my independent learning of this subject?

- 1** Record from first hand as much as possible, draw and photograph as often as you can.
- 2** Visit Galleries for inspiration.
- 3** Keep a journal (or Pinterest Board) of things that inspire you, especially graphic design.

USEFUL WEBSITES

www.studentartguide.com

www.tate.org.uk/visit/tate-modern

www.nationalgallery.org.uk

LEAD MISS C URBAN-MARKS

	AUTUMN TERM	SPRING TERM	SUMMER TERM
Year 12	Britain, 1625-1701: conflict, revolution and settlement	Britain, 1625-1701: conflict, revolution and settlement	Russia in Revolution, 1894-1924
Skills	Understanding of the period in breadth (AO1). Ability to analyse and evaluate historical interpretations (AO3).	Understanding of the period in breadth (AO1). Ability to analyse and evaluate historical interpretations (AO3).	Source analysis and evaluation skills (AO2). Understanding of the period in depth (AO1).
Assessment	Written examination	Written examination	Written examination
Year 13	The witch craze in Britain, Europe and North America c1580-c1750	Coursework - The American Civil Rights Movement Interpretations	Preparation for final exams
Skills	Source analysis and evaluation skills (AO2). Understanding of the period in depth (AO1). Understanding of the period in breadth (AO1).	Ability to carry out a historical enquiry, analysing and evaluating historical interpretations, and organising and communicating the findings (AO1/AO3).	
Assessment	Written examination	Coursework	

EXAM BOARD PEARSON A LEVEL HISTORY

SUBJECT ENTRY REQUIREMENTS 5 in GCSE History and English Language

What three things should I do to further my independent learning of this subject?

1 Read – A History of the Modern British Isles 1603-1707 by David L. Smith

2 Read – The Russian Revolution: A Very Short Introduction by S A Smith

3 Read – The Ruin of all Witches, case study of American Witches by Malcolm Gaskill

USEFUL WEBSITES

www.getrevising.co.uk/resources/level/a_ib/subjects/history

www.studysmarter.co.uk/explanations/history/the-tudors/tudor-rebellions

www.schoolhistory.co.uk/past-papers/edexcel-a-level

	AUTUMN TERM	SPRING TERM	SUMMER TERM
Year 12	Students build their knowledge of vocabulary and linguistic structures through reading and studying prose set texts by Cicero and Tacitus. The Unseen Prose author is Livy.	Students build their knowledge of vocabulary and linguistic structures through reading and studying the Verse set text by Virgil. The Unseen Verse author is Ovid.	Further extension of vocabulary and linguistic structures. Students study additional literature in translation in order to understand the context from which the set texts have been taken.
Skills	Skills in translation and literary criticism learnt in Year 11 will be used and further developed. Vocabulary analysis and building. Presenting information in a clear, concise & logical manner in writing at length.	Accurate translation of narrative prose passages. Comprehension, translation & syntax questions. Further vocabulary analysis and building. Presenting information in a clear, concise & logical manner in extended writing.	Accurate translation of unseen prose & verse passages. Further vocabulary analysis and building. Presenting information in a clear, concise & logical manner in extended writing
Assessment	Accurately translate unseen narrative Latin prose. Answer comprehension questions on unseen Latin prose. Analyse prose literature passages according to literary style, characterisation & meaning.	Accurately translate unseen narrative Latin prose & verse. Answer comprehension questions on unseen Latin verse and prose Analyse verse literature passages according to literary style, characterisation & meaning.	Latin Language (1 hour 30 minute exam) Unseen Latin prose, tested by translation into English (55 marks) EITHER unseen Latin prose comprehension questions OR translation of English sentences into Latin (25 marks) Latin Verse and Prose Literature (2 hour exam) One prescribed prose text (40 marks) One prescribed verse text (40 marks)
Year 13	Students further extend their knowledge of vocabulary and linguistic structures through reading and studying prose set texts by Cicero and Tacitus in greater depth The Unseen Prose author is Livy.	Students further extend their knowledge of vocabulary and linguistic structures through reading and studying the Verse set text by Virgil. The Unseen Verse author is Ovid.	Preparation for Examination – final skills polishing; synoptic review of all set text and unseen authors; Past Paper practise and targeted passage translation drills. Verse scansion.
Skills	Ability to recognise & deploy specified accidence, syntax & vocabulary. Literary & critical analysis skills. Extended writing & perceptive analysis. Appropriate application of cultural & historical knowledge to literary texts.		
Assessment	Accurately translate unseen narrative Latin prose. Comprehension questions on accidence, syntax & translation of prose literature passages. Analyse prose literature passages according to literary style, characterisation & meaning.	Accurately translate unseen narrative Latin prose & verse. Answer comprehension questions on unseen Latin verse and prose. Analyse verse literature passages according to literary style, characterisation & meaning.	Unseen Translation (1 hour 45 minute exam, 100 marks (33% of A Level Total)) · Unseen Latin prose, tested by translation into English (50 marks) · Unseen Latin verse, tested by translation into English (50 marks) Prose Composition or Comprehension (1 hour 15 minute exam, 50 marks 17% of A Level) · EITHER translate a paragraph from English into Latin OR respond to a passage of unseen prose through comprehension, translation and questions on syntax and accidence (50 marks) Prescribed Prose Literature (2 hour exam, 25% of ALevel) · Translation, comprehension, commentary and essay on passage(s) from the set texts (75 marks) Prescribed Verse Literature (2 hour exam – 75 marks, 25% of A Level) · Translation, comprehension, commentary and essay on passage(s) from the set texts (75 marks)

EXAM BOARD **OCR A LEVEL LATIN**

SUBJECT ENTRY REQUIREMENTS 5 in GCSE Latin

The A Level Latin course is academically rigorous and offers learners a comprehensive understanding of the Latin language, ancient literature, culture, values and society. By the end of the course you will be able to read Latin independently. In each year of the course, you will study one verse and one prose set text, which will enable you to acquire a detailed appreciation of writers whose influence on subsequent generations has been enormous: Virgil, Cicero, Ovid, Propertius, Tacitus, Tibullus, Seneca. You will apply analytical and evaluative skills and hone valuable language and transferable study skills, thereby significantly enhancing your employability profile. Personal responses are encouraged; each student must evaluate evidence to demonstrate an understanding of the literature and its context. All of this will empower you to develop your research and analytical skills as an independent learner, preparing you for undergraduate level learning. A Level Latin is considered a facilitating subject by top universities, for almost any subject combination.

What three things should I do to further my independent learning of this subject?

- 1** Read, read, read! Read a wide variety of Classical literature in English Translation, Greek as well as Roman, to develop a good baseline knowledge of Classical myths, stories and history. Penguin Classics do excellent translations, many of which are cheaply available in charity shops or 2nd hand online, so can start building your own personal library. You will have your own tastes and preferences in literature (prose, drama, history, poetry, philosophy); ask the Latin teacher for suggestions of similar authors and subjects to pursue.
- 2** Develop a systematic schedule for learning vocabulary; there is NO prescribed list for A Level, unlike at GCSE. Build vocabulary revision into your weekly timetable from the start.
- 3** If you can, attend exhibitions, plays and talks on Classical themes. We are ideally placed not far from London and many exhibitions are free or low-cost at various London Universities, museums and art galleries. Watch BBC documentaries on iPlayer and listen to In Our Time podcasts.

USEFUL WEBSITES

<https://www.ocr.org.uk/qualifications/as-and-a-level/latin-h043-h443-from-2016/>

<https://www.theclassicslibrary.com/events/list/>

<https://www.britishmuseum.org/exhibitions-events>

<https://classicsforall.org.uk/news-and-events/events>

LEAD MRS H STAPLETON

	AUTUMN TERM	SPRING TERM	SUMMER TERM
Year 12	Pure Mathematics 1	Statistics and Mechanics 1	Statistics and Mechanics 1
Skills	Mathematical argument, language and proof Mathematical problem solving	Mathematical problem solving Mathematical modelling	Mathematical argument, language and proof Mathematical problem solving Mathematical modelling
Assessment	AS Paper 1 (not live exam)	AS Paper 2 (not live exam)	AS Paper 1 & Paper 2
Year 13	Pure Mathematics 2	Statistics and Mechanics 2	Revision
Skills	Mathematical argument, language and proof Mathematical problem solving	Mathematical problem solving Mathematical modelling	Mathematical argument, language and proof Mathematical problem solving Mathematical modelling
Assessment	A Level Paper 2 (not live exam)	A Level Paper 3 (not live exam)	Paper 1 and Paper 2: Pure Mathematics. (2 x 2 hrs) Paper 3: Statistics in Section A and Mechanics in Section B. (1 x 2 hrs)

EXAM BOARD PEARSON A LEVEL MATHEMATICS

SUBJECT ENTRY REQUIREMENTS 6 in GCSE Maths

What three things should I do to further my independent learning of this subject?

1 Practise how to construct a mathematical proof

2 Secure your knowledge of key algebraic concepts e.g. expanding, factorising, solving equations etc

3 Be confident with the three trigonometric functions (sin, cos, tan), including rearranging and sine/cosine rules.

USEFUL WEBSITES

www.drfrstmaths.com

www.corbettmathsalevel.com

Bicen Maths

www.mathsgenie.co.uk/newalevel.html

LEAD MRS H STAPLETON

	AUTUMN TERM	SPRING TERM	SUMMER TERM
Year 12	Pure Mathematics 1 Pure Mathematics 2	Statistics and Mechanics 1	Statistics and Mechanics 2
Skills	Mathematical argument, language and proof Mathematical problem solving	Mathematical problem solving Mathematical modelling	Mathematical argument, language and proof Mathematical problem solving Mathematical modelling
Assessment	A Level Paper 1 (not live exam)	AS Paper 2 (not live exam)	A Level Paper 3 (not live exam)
Year 13	Core Pure 1 Core Pure 2	Option 1 Paper 3 (Two from Pure, Decision, Statistics or Mechanics) Option 2 Paper 4 (Two following on from earlier options)	Revision
Skills	Mathematical argument, language and proof Mathematical problem solving	Mathematical argument, language and proof Mathematical problem solving Mathematical modelling	Mathematical argument, language and proof Mathematical problem solving Mathematical modelling
Assessment	A Level Paper 1 (not live exam)	A Level Paper 3 (not live exam)	Paper 1: Core Pure 1 – 1.5 hrs Paper 2: Core Pure 2 – 1.5 hrs Paper 3: Further Mathematics Option 1 – 1.5 hrs Paper 4: Further Mathematics Option 2 – 1.5 hrs

EXAM BOARD PEARSON A LEVEL FURTHER MATHEMATICS

SUBJECT ENTRY REQUIREMENTS 7 in GCSE Maths

What three things should I do to further my independent learning of this subject?

1 Practise how to construct a mathematical proof

2 Secure your knowledge of key algebraic concepts
e.g. expanding, factorising,
solving equations etc

3 Be confident with the three trigonometric functions
(sin, cos, tan), including
rearranging and sine/cosine
rules.

USEFUL WEBSITES

www.drfrstmaths.com

www.corbettmathsalevel.com

Bicen Maths

www.mathsgenie.co.uk/newalevel.html

	AUTUMN TERM	SPRING TERM	SUMMER TERM
Year 12	Advertising & Marketing; Newspapers	Music videos; Magazines; Television	Coursework
Skills	Analysis of Media Language & Representation; learning & applying Media Theories; knowledge & understanding of Audiences & Industry; print production skills	Analysis of Media Language & Representation; learning & applying Media Theories; knowledge & understanding of Audiences & Industry; audio-visual production skills.	Responding to a brief; practical production.
Assessment	Advertising & Marketing; Newspapers	Advertising & Marketing; Newspapers; Music Videos; Magazines; Television	NEA submission
Year 13	Magazines (historical); Television (non-English language product)	Video Games; Radio; Blogs; Online magazine	Revision; Exams
Skills	Analysis of Media Language & Representation; learning & applying Media Theories; knowledge & understanding of Audiences & Industry	Analysis of Media Language & Representation; learning & applying Media Theories; knowledge & understanding of Audiences & Industry	
Assessment	Advertising & Marketing; Newspapers; Music Videos; Magazines; Television	Advertising & Marketing; Newspapers; Music Videos; Magazines; Television; Video Games, Radio; Blogs	

EXAM BOARD **EDUQAS A LEVEL MEDIA STUDIES**

SUBJECT ENTRY REQUIREMENTS 5 in GCSE English Language

What three things should I do to further my independent learning of this subject?

1 Read (in print or online) two high-quality newspapers every week. Suggested: The Guardian (free app) and The Times (subscriber website access) or The Independent (subscriber website access) Tabloids don't count!

2 Follow The Media Insider on YouTube:
www.youtube.com/c/TheMediaInsider/videos

3 Read/listen/watch around away from the mainstream. Try some independent films, niche magazines, foreign documentaries, spoken-word radio or podcasts...

USEFUL WEBSITES

Media-Studies.com

www.resources.eduqas.co.uk/Pages/ResourceByArgs.aspx?subId=20&lvlId

[Huck Magazine](#)

[Media Magazine](#)

	AUTUMN TERM	SPRING TERM	SUMMER TERM
Year 12	The Western Classical Tradition (1750-1910) Set works: · Haydn – Symphony No. 104 in D Major, 'London' · Mendelssohn – Symphony No. 4 in A Major, 'Italian'	Into the Twentieth Century Set works: · Poulenc – Trio for Oboe, Bassoon and Piano, Movement II · Debussy – Three Nocturnes, Number 1, Nuages	Rock and Pop or Jazz
Skills	Appraisal - 40% Option A: 2 Compositions 25% (4-6 minutes) Performance 35% (10-12 minutes) Option B: 3 Compositions 35% (8-10 minutes) Performance 25% (6-8 minutes)	Appraisal Composition – free composition Performance	Appraisal Composition – free composition Performance
Assessment	Routine listening tests Composition feedback Performance classes	Routine listening tests Composition feedback Performance classes	Summer Exam Composition submission Recital: 6-8 or 10-12 minutes
Year 13	Wider listening Composition briefs released by exam board	Wider listening	
Skills	Appraisal Composition – free composition Performance	Appraisal Composition – free composition Performance	Appraisal Composition – free composition Performance
Assessment	Routine listening tests Composition feedback Performance classes	Routine listening tests Composition feedback Performance classes	Summer Exam: 2 hours 15 minutes Composition submission Recital: 6-8 or 10-12 minutes

EXAM BOARD **EDUQAS A LEVEL MUSIC**

SUBJECT ENTRY REQUIREMENTS 5 in GCSE Music

What three things should I do to further my independent learning of this subject?

- 1 Continue practising your instrument. Grade 6 is the board's 'Standard' difficulty. Grade 7 and above will be scaled up, Grade 5 and below will be scaled down.
- 2 Continue to practise music theory – elements of Music; reading treble and bass clef notation; simple and compound time signatures; score reading.
- 3 Practise ear training and aural skills – keys, chords, cadences and intervals using the websites below to help.

USEFUL WEBSITES

www.musictheory.net

www.teoria.com

www.philharmonia.co.uk/thesoundexchange

MUSIC PERFORMANCE (BTEC NATIONAL EXTENDED CERTIFICATE)

LEAD MRS M YOUNG

	AUTUMN TERM	SPRING TERM	SUMMER TERM
Year 12	Unit 1: Practical Music Theory and Harmony <ul style="list-style-type: none"> · Musical notation · Musical features and devices · Tab reading & drum notation Unit 2: Professional Practice in the Music Industry <ul style="list-style-type: none"> · Professional practice for industry success · Working in the music sector 	Unit 1: Practical Music Theory and Harmony <ul style="list-style-type: none"> · Melodic composition · Composing using chord sequences · Extended chords Unit 2: Professional Practice in the Music Industry <ul style="list-style-type: none"> · Music industry roles · Industry requirements · Planning activities · Managing budgets 	Unit 1: Practical Music Theory and Harmony <ul style="list-style-type: none"> · Exploring chords and cadences · Arranging music · Transposing music · Creating 'mash-ups' Unit 2: Professional Practice in the Music Industry <ul style="list-style-type: none"> · Planning activities · Effectively presenting ideas
Skills	Key concepts Notation skills Music theory	Composition skills Budgeting & working with spreadsheets	Transposing music Arranging music Public Speaking
Assessment	Listening tests Internal assessments	Listening tests Internal assessments	Unit 1 (internal) & 2 (external) assessments submission
Year 13	Unit 3: Ensemble Music Performance <ul style="list-style-type: none"> · Ensemble skills · Band management e.g. roles and responsibilities · Creating set lists · Planning rehearsals Optional Unit (Unit 6): Solo Performance <ul style="list-style-type: none"> · Skills required for a solo performance · Effective practice routine 	Unit 3: Ensemble Music Performance <ul style="list-style-type: none"> · Successful performances · Introductions · Non-verbal performance communication techniques · Audience Liason Optional Unit (Unit 6): Solo Performance <ul style="list-style-type: none"> · Performance preparation · How to communicate with the audience 	Completing assignments
Skills	Performance skills	Performance skills	
Assessment	Listening tests Internal assessments	Listening tests Internal assessments	Unit 3 (external) & 6 (internal) assessment

EXAM BOARD PEARSON BTEC LEVEL 3 NATIONAL EXTENDED CERTIFICATE IN MUSIC PERFORMANCE

SUBJECT ENTRY REQUIREMENTS To be able to perform at Grade 5 level on any instrumental or singing

What three things should I do to further my independent learning of this subject?

1 Be having regular instrumental lessons and practise regularly

2 Continue to practise music theory – elements of music; reading treble and bass clef notation; simple and compound time signatures; score reading.

3 Practise ear training and aural skills – keys, chords, cadences and intervals using the websites below to help.

USEFUL WEBSITES

www.musictheory.net

www.teoria.com

www.philharmonia.co.uk/thesoundexchange

PERFORMING ARTS (BTEC NATIONAL EXTENDED CERTIFICATE)

LEAD MRS M YOUNG

	AUTUMN TERM	SPRING TERM	SUMMER TERM
Year 12	Investigating Practitioners Work	Developing Skills and Techniques for Live Performance	Developing Skills and Techniques for Live Performance
Skills	Practical Skills Workshop, Theatre Practitioners, Group Work, Research	Practical Skills that specialise in acting. Group Work, Research, Improvement.	Practical Skills that specialise in acting. Group Work, Research, Improvement.
Assessment	3 hour controlled conditions exam to create practical work, externally assessed.	Mock Internal Assessment	Internal Assessment of Performance
Year 13	Acting Styles	Group Performance Workshop	Performance in the community
Skills	Exploration of different acting styles through workshops.	Practical task that is completed over 40 hours. Work will take place in groups	Students will outreach to their local community to create meaningful performances
Assessment	Internal Assessment of Performance	External Assessment using an assignment brief	Internal Assessment of Performance

EXAM BOARD PEARSON BTEC PERFORMING ARTS

SUBJECT ENTRY REQUIREMENTS Grade 4 in GCSE Drama or Dance

What three things should I do to further my independent learning of this subject?

- 1** Join a theatre group outside of school.
- 2** Watch theatre performances live.
- 3** Research Practitioners.

USEFUL WEBSITE

www.pearsonschoolsandfecolleges.co.uk/fe-vocational/subjects/creativeandmedia/btec-tech-award-in-performing-arts/revise-btec-tech-award-performing-arts-revision-guide-1

PHILOSOPHY AND ETHICS

LEAD MR L LYONS

	AUTUMN TERM	SPRING/SUMMER TERM
Year 12	Philosophy Philosophical issues and questions; The nature and influence of religious experience; Problems of evil and suffering; Philosophical language; Works of scholars; Influences of developments in religious belief.	Religion and Ethics Significant concepts in issues or debates in religion and ethics; A study of three ethical theories; Application of ethical theories to issues of importance; Ethical language; Deontology, Virtue Ethics and the works of scholars; Medical ethics: beginning and end of life issues.
Skills	Understanding of philosophical theories, analysis, deduction, logic and reason.	Application of ethical frameworks to pragmatic and real-life situations, analysis, reason and evidence-based decision making.
Assessment	Written examination	Written examination
Year 13	Study of Religion (Islam) Religious beliefs, values and teachings; Sources of wisdom and authority; Practices that shape and express religious identity; Social and historical developments; Works of scholars; Religion and society; Primary texts.	Revision Revision of all three topics.
Skills	Understanding of Islam as a culture and religion, including historical context behind practices and challenges facing Muslims today.	
Assessment	Written examination	Final exams

EXAM BOARD PEARSON A LEVEL PHILOSOPHY AND ETHICS

SUBJECT ENTRY REQUIREMENTS 5 in GCSE English, a 5 in GCSE RE would be beneficial.

What three things should I do to further my independent learning of this subject?

- 1** Read as much as you can about ethical issues that interest you, such as abortion, euthanasia, medicine, crime and punishment.
- 2** Watch current affairs programmes on TV and social media, and understand what prominent leaders think about some of the ethical issues discussed above.
- 3** Consider your own views (whether religious or not), and what underpins them, and be able to evaluate them against other philosophical theories.

USEFUL WEBSITES

[The Philosophy Foundation](#)
[BBC Discussion Board on Ethics](#)

[The Church of England](#)
[The Big Questions](#)

PHOTOGRAPHY

LEAD MRS C KELLY

	AUTUMN TERM	SPRING TERM	SUMMER TERM
Year 12	Portfolio of work	Personal Investigation Research	Personal Investigation
Skills	Workshops based on building various photographic skills including photograms, how to use a digital SLR camera, shutter speed, light painting, manual camera settings and digital manipulation using Photoshop	Personal investigation into a concept or theme supported by written material. Focus on initial research, photographic investigations and analytical skills.	Further development of the Personal Investigation with focus on responding to the work of artists/photographers, developing ideas and exploring media.
Assessment	Portfolio of work: provides opportunities for producing work for Post 18 portfolios	(60% of A level grade)	(60% of A level grade)
Year 13	Personal investigation: Essay writing and development of personal outcomes.	Externally Set Assignment	Externally set Assignment: final outcomes
Skills	Developing essay writing, critical understanding and analytical skills; producing written work of between 1,000 and 3,000 words	A project set by the exam board. Students will choose one of eight questions to be used as a starting point; developing preparatory studies towards a personal outcome	Students have 15 hours of supervised time. Students must produce a finished outcome or a series of related finished outcomes in the 15 hours.
Assessment	Personal investigation (60% of grade)	Externally set Assignment (40% of grade)	Externally set Assignment (40% of grade)

EXAM BOARD AQA A LEVEL PHOTOGRAPHY

SUBJECT ENTRY REQUIREMENTS 5 in GCSE Art

What three things should I do to further my independent learning of this subject?

1 Take lots of creative photographs by changing your position or perspective.

2 Visit art and photography exhibitions.

3 Try using an DSLR camera on manual settings as often as possible.

USEFUL WEBSITES

www.studentartguide.com/featured/high-school-photography-projects

www.bbc.co.uk/bitesize/guides/zgwpnbk/revision/1

	AUTUMN TERM	SPRING TERM	SUMMER TERM
Year 12	Unit 1: Measurements and their errors Unit 2: Particles and Radiation	Unit 3: Waves Unit 4: Mechanics and materials	Unit 5: Electricity
Skills	Practical skills: Use of different measuring apparatus and discussing errors and limitations of each.	Required Practical 1 Required practical 2 Required Practical 3 Required Practical 4	Required practical 5 Require Practical 6
Assessment	Units 1 and 2	Units 3 and 4	Unit 1 and 5
Year 13	Unit 6: Further mechanics and Thermal Physics Unit 7a: Fields and their consequences Part 1.	Unit 7b: Fields and their consequences Part 2 Unit 8: Nuclear Physics	Unit 9: Astrophysics Consolidation and revision.
Skills	Required Practical 7 Required Practical 8 Required Practical 9	Required Practical 10 Required practical 11 Required practical 12	
Assessment	Unit 6 and 7a	Unit 8 and 9	Final exams

EXAM BOARD **AQA A-LEVEL PHYSICS**

SUBJECT ENTRY REQUIREMENTS 6 in GCSE Physics or 6,6 in Combined Science, 5 in English Language and 6 in Maths

What three things should I do to further my independent learning of this subject?

1 Download the BBC News app and set "Physics" as a topic under "My News" - visit and read "My News" regularly.

2 Review you learning regularly throughout the course by completing units in A-Level Physics on the SENECA platform.

3 Have a look at this [recommended reading list](#) for Physics A-level and invest in something which interests you.

PHYSICAL EDUCATION

LEAD MS D STILL

	AUTUMN TERM	SPRING TERM	SUMMER TERM
Year 12	1.1 Applied anatomy and physiology 1.2 Exercise Physiology 2.1 Skill acquisition 3.1 Sport and Society	1.1 Applied anatomy and physiology 1.2 Exercise Physiology 2.1 Skill acquisition 3.1 Sport and Society	1.1 Applied anatomy and physiology 1.2 Exercise Physiology 1.3 Biomechanics 2.2 Sports Psychology 3.1 Sport and Society 4.1 Practical Performance
Skills	AO1 Demonstrate knowledge and understanding AO2 Apply knowledge and understanding.	AO1 Demonstrate knowledge and understanding AO2 Apply knowledge and understanding.	AO1 Demonstrate knowledge and understanding AO2 Apply knowledge and understanding. AO3 Analyse and evaluate performance. AO4 Skills and tactics development
Assessment	End of topic assessments	End of topic assessments	End of year exams
Year 13	1.1 Applied anatomy and physiology 1.2 Exercise Physiology 1.3 Biomechanics 2.2 Sports Psychology 3.2 Contemporary Issues 5.1 Evaluating and analysing performance.	1.1 Applied anatomy and physiology 1.2 Exercise Physiology 1.3 Biomechanics 3.2 Contemporary Issues 4.1 Practical Performance	Exam preparation
Skills	AO1 Demonstrate knowledge and understanding AO2 Apply knowledge and understanding. AO3 Analyse and evaluate performance.	AO1 Demonstrate knowledge and understanding AO2 Apply knowledge and understanding. AO4 Skills and tactics development	
Assessment	End of topic assessments	End of topic assessments	

EXAM BOARD **OCR A LEVEL PE**

SUBJECT ENTRY REQUIREMENTS 5 in GCSE PE or 5,5 in Combined Science

What three things should I do to further my independent learning of this subject?

- 1 Research and complete units on Seneca for A-Level
- 2 Stay informed and up to date with current news and trends within the wider sporting world
- 3 Ensure you are a member of a competitive sporting club outside of school.

USEFUL WEBSITES

www.teachpe.com/a-level-pe-revision

www.pages.theeverlearner.com/2022-ocr-a-level-pe-revision

www.brainscape.com/packs/a-level-pe-ocr-12570963?origin=genome

PRODUCT DESIGN

LEAD MRS F AUGUST

	AUTUMN TERM	SPRING TERM	SUMMER TERM
Year 12	Lego man project – making a large lego man from wood using a wide range of high level skills. Theory – materials and their applications.	Introduction to metal practical techniques. Theory – performance characteristics and enhancement of materials.	Introduction to electronics and Computer aided design. Theory and practical activities.
Skills	A combination of practical, design and written skills.	A combination of practical, design and written skills.	A combination of practical, design and written skills.
Assessment	Design folder and practical project. Exam questions.	Design folder and practical project. Exam questions.	Design folder and practical project. Exam questions.
Year 13	Non examination assessment (NEA) garment and portfolio. (worth 50% of the A level).	Non examination assessment garment and portfolio (worth 50% of the A level). To be completed by March.	Theory revision for final A level exams.
Skills	A combination of practical, design and written skills.	A combination of practical, design and written skills.	Exam techniques and revision.
Assessment	Non examination assessment (NEA) garment and portfolio. (worth 50% of the A level).	Non examination assessment (NEA) garment and portfolio. (worth 50% of the A level).	Final A level exams.

EXAM BOARD [AQA A LEVEL PRODUCT DESIGN](#)

SUBJECT ENTRY REQUIREMENTS 5 in GCSE Art, Textiles or Design Technology and 5 in Maths

Product Design is an exciting and challenging course that offers you the opportunity to study, design, develop and make innovative solutions for everyday products. You will study a combination of Resistant Materials, Systems and Control and Graphics. You will study everyday products and what influences design. Using this information as inspiration you will design your own products.

What three things should I do to further my independent learning of this subject?

1 Visit shops such as IKEA to understand good design.

2 Visit the Design Museum.

3 Make any craft projects to improve fine motor skills including making flat pack furniture!

USEFUL WEBSITES

[Design Museum](#)

[BAEM Designers](#)

[V and A Museum](#)

[Design In a Nutshell](#)

[Product Design Maker - Youtube series on product design drawing](#)

LEAD MR M RAHMAN

	AUTUMN TERM	SPRING TERM	SUMMER TERM
Year 12	Memory, Social Influence & Attachment Psychology	Psychopathology and Biopsychology	Research Methods, Issues & Debates
Skills	AO1/AO2: understanding, describing and applying of scientific ideas, theories, techniques and studies.	AO3: Analyse, interpret and evaluate scientific theories, ideas and concepts.	AO3: Analyse, interpret and evaluate scientific theories, ideas and concepts.
Assessment	Internal assessment	Internal assessment	End of year exams
Year 13	Schizophrenia & Approaches	Addiction & Gender	Revision for Final Exams
Skills	AO1/AO2: understanding, describing and applying of scientific ideas, theories, techniques and studies.	AO3: Analyse, interpret and evaluate scientific theories, ideas and concepts.	AO3: Analyse, interpret and evaluate scientific theories, ideas and concepts.
Assessment	Internal assessment	Internal assessment	External exams

EXAM BOARD **AQA A LEVEL PSYCHOLOGY**

SUBJECT ENTRY REQUIREMENTS 5 in English Language or Literature

What three things should I do to further my independent learning of this subject?

- 1 Think inquisitively about the mind and its many influences on human behaviour.
- 2 Examine unique cases of human astonishment and explore the reasons for such effects.
- 3 Develop your critical analysis skills to evaluate the effectiveness and explanatory power of different theories.

USEFUL WEBSITES

www.simplypsychology.org/a-level-psychology.html

www.physicsandmathstutor.com/psychology-revision/a-level-aqa

www.senecalearning.com/en-GB/blog/a-level-psychology-revision

	AUTUMN TERM	SPRING TERM	SUMMER TERM
Year 12	Education	Families	Research Methods
Skills	<ul style="list-style-type: none"> • Acquire knowledge and a critical understanding of contemporary social processes and social changes • Appreciate the significance of theoretical and conceptual issues in sociological debate 	<ul style="list-style-type: none"> • Analyse and evaluate sociological theories, concepts, evidence and • Present arguments • Draw conclusions 	<ul style="list-style-type: none"> • Understand and evaluate sociological methodology and a range of research methods through active involvement in the research process
Assessment	Internal assessment	Internal assessment	End of year exams
Year 13	Crime	Media	Revision for Final Exams
Skills	<ul style="list-style-type: none"> • Acquire knowledge and a critical understanding of contemporary social processes and social changes • Appreciate the significance of theoretical and conceptual issues in sociological debate 	<ul style="list-style-type: none"> • Analyse and evaluate sociological theories, concepts, evidence and • Present arguments • Draw conclusions 	Analyse, interpret and evaluate scientific theories, ideas and concepts.
Assessment	Internal assessment	Internal assessment	External exams

EXAM BOARD **AQA A LEVEL SOCIOLOGY**

SUBJECT ENTRY REQUIREMENTS 5 in English Language or Literature

What three things should I do to further my independent learning of this subject?

- 1** Learn to think critically and independently about society and the diversity which its citizens experience.
- 2** Develop an informed understanding of our rapidly changing world, as well as your place within it.
- 3** Pay close attention to the news and current global concerns.

USEFUL WEBSITES

www.thesociologyteacher.com/a-level-sociology

www.thesociologyguy.com/revision-notes/

www.simplysociology.com/a-level-sociology.html

LEAD MISS A LOPES

	AUTUMN TERM	SPRING TERM	SUMMER TERM
Year 12	Themes you will study include: Tourism Music Festivals, customs and traditions Historical background to the chosen film.	Themes you will study include: Media Family Festivals, customs and traditions continued. Film studies – El laberinto del fauno.	Themes you will study include: Working life in Spain, opportunities for young people, sexual equality. Introduction to the IRP. Franco and the Spanish Civil War
Skills	Vocabulary learning L/R Comprehension Spontaneous speaking Translation with precision	Developing research skills – PEEL Summary writing Critical analysis of a film.	Residential visit to/Work Experience in France Research skills for IRP
Assessment	Paper 1 Section A/B/C - selected questions Speaking cue cards	Paper 2 Section A/C Speaking cue cards	Paper 1 Section A/B/C Paper 2 Section A/C Speaking cue cards
Year 13	Historical background to the literary text. Integration and Multiculturalism.	Transition from dictatorship to democracy The rise of the Extreme Right movement.	Revision for Final Exams
Skills	IRP – 2 minute presentation Essay writing - critical analysis of a literary text.	IRP – development of perceptive analysis Critical analysis	
Assessment	Paper 1/2 Section A/B/C Speaking presentation	Paper 1/2 Section A/B/C Paper 3 Mock speaking	Final Exams

EXAM BOARD PEARSON A LEVEL SPANISH

SUBJECT ENTRY REQUIREMENTS 5 in GCSE Spanish

Immersed in the target language, you will rapidly develop spoken and written fluency as well as practical and valuable language and transferable study skills which will significantly enhance your employability profile. A Level Spanish is a facilitating subject. You choose your own IRP which will support your UCAS application.

What three things should I do to further my independent learning of this subject?

- 1 Keep up to date with Current Affairs in the Spanish speaking world.
- 2 Develop a systematic schedule for learning vocabulary.
- 3 Familiarise yourself with a timeline of recent Spanish history.

USEFUL WEBSITES

www.kerboodle.com

www.espanol.lingolia.com/en

www.rtve.es

SPORT (BTEC NATIONAL EXTENDED CERTIFICATE)

LEAD MISS D STILL

	AUTUMN TERM	SPRING TERM	SUMMER TERM
Year 12	Anatomy and Physiology Unit	Fitness Training and Programming Unit	Professional Development in the Sports Industry Unit
Skills	Knowledge acquisition, application to sport, analysis.	Session design and delivery, working with others, evaluation.	Knowledge acquisition, analysis, evaluation.
Assessment	Externally assessed in summer via 1.5 hour exam with option of retake in Year 13.	Externally assessed in summer with scenario based 1.5 hour exam with option of retake in Year 13.	Written coursework assessed throughout unit internally.
Year 13	Practical Sport Unit	Sports Leadership Unit	Preparation for retake exams or finishing coursework.
Skills	Rules, techniques, tactics, analysis of performance.	Leading others, planning sessions, communication skills.	
Assessment	Written coursework assessed throughout unit internally.	Written coursework assessed throughout unit internally.	

EXAM BOARD PEARSON BTEC LEVEL 3 NATIONAL IN SPORT

SUBJECT ENTRY REQUIREMENTS 4 in GCSE PE or 4,4 in Combined Science

What three things should I do to further my independent learning of this subject?

- 1** Keep up to date with what is going on in the world of sport. Keep up with the news and what is going on in the media linked to sport.
- 2** Develop your skill and fitness levels through competing or taking part in physical activity on a regular basis outside of school.
- 3** Volunteer at school or at a local club or organisation to help out with coaching or leading in an area of that club or organisation.

USEFUL WEBSITES

<https://qualifications.pearson.com/en/qualifications/btec-nationals/sport-2016.html>

www.pearsonschoolsandfecolleges.co.uk/fe-vocational/subjects/sport-fe-vocational/btec-nationals-in-sport-2016-resources#products

www.brianmac.co.uk

ENRICHMENT QUALIFICATIONS

In addition to their three subjects, students are expected to participate in additional 'Enrichment.'

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EPQ (EXTENDED PROJECT QUALIFICATION)	BUSINESS LANGUAGES	SPORTS LEADERS AWARD
<p>Awarding body AQA Extended Project Qualification</p> <p>Lead Mr T Robinson</p> <p>What is involved The EPQ is a qualification that is the equivalent of half an A level and allows students to lead their own projects. Students get to plan and carry out research on a topic that they've chosen. They can take inspiration from something touched on in class or something personal and unrelated to their studies. They then use this research to produce a written report and, in the case of practical projects, an artefact or a production. It is widely recognised by universities as important stepping stone to degree level study skills.</p> <p>Time commitment 1 hr per week of timetabled lessons across year 12 and half of year 13 plus significant independent study.</p>	<p>Awarding body Language Alliance – Language for Business</p> <p>Lead Mrs N Boniface</p> <p>What is involved A practical and meaningful pathway suitable for a wide range of student which encourages learners to use language skills for career enhancement and economic benefit.</p> <p>It promotes independent, confident and effective linguists with the language skills required to make a positive and effective contribution to international economic activity. The course is available in French, German and Spanish.</p> <p>Time commitment 2hr per week of timetabled lessons in year 12.</p>	<p>Awarding body Sports Leaders – Level 3 qualification</p> <p>Lead Miss D Still</p> <p>What is involved Students undertaking a qualification in Sports Leadership will learn and demonstrate important life skills such as effective communication and organisation whilst learning to lead basic physical activities to younger people, their peers, older generations and within the community.</p> <p>The courses involve both guided & peer-to-peer learning and supervised leadership and carries UCAS points towards university applications.</p> <p>Time commitment 2hrs per of timetabled lessons in year 12 with 14 required hours of leadership at events and working with student groups.</p>
DUKE OF EDINBURGH (GOLD AWARD)	STEM CREST AWARD	
<p>Awarding body Duke of Edinburgh Award</p> <p>What is involved Achieving an award will give you skills, confidence and an edge over others when you apply for college, university or a job. Beyond your academic achievements, universities want to see evidence of so called 'soft skills' that you have developed through extra-curricular activities, such as communication, commitment, leadership and teamwork. There are five sections at Gold level. They involve helping the community/environment, becoming fitter, developing new skills, planning, training for and completing an expedition, working with a team on a residential activity.</p> <p>Time commitment</p> <p>Volunteering section: 12 months</p> <p>Physical and Skills sections: One section for 12 months and the other section for 6 months</p> <p>Expedition section: 4 days/3 nights</p> <p>Residential section: Undertake a shared activity in a residential setting away from home for 5 days and 4 nights.</p>	<p>Awarding body Crest – Gold Award</p> <p>What is involved Students will hone their investigative skills and employ the scientific method to conduct their own piece of research.</p> <p>Students must complete a project that makes an original contribution to a STEM field of study and submit their findings via an online platform. Gold Awards are externally assessed online by a trained CREST assessor. They are all experts from industry, academia or the education sector. When you're applying for university, for an apprenticeship or for a job, you can use CREST to enhance your application. The CREST awards are a well-regarded, high-quality and a tangible recognition of success.</p> <p>Time commitment 1 hr per week of timetabled lessons in year 12 plus significant independent study.</p>	