

Sixth Form Courses

September 2019



Pathways

Academic

Choose three

Psychology
 Maths
 Media Studies
 Chemistry
 Biology
 Physics
 RS
 Politics
 History
 Geography
 Sociology
 Photography
 Fine Art
 3D Design
 English Literature
 Drama & Theatre
 Extended Project

IB Careers Programme

Choose two

Psychology
 English Language/Literature
 Film Studies
 IT in Global Society
 Social & Cultural Anthropology
 Mathematical Studies
 Applied Science
 Business
 Sports
 Accounting/Financial Studies
 Health & Social Care
 Applied Law
 Music
 Dance

Choose two

Mixed *Choose three*

Applied Science	Politics
Business	History
Sports	Geography
Accounting/Financial Studies	Law
Health & Social Care	Sociology
Applied Law	Photography
Dance	Fine Art
Music	3D Design
Psychology	English Literature
Maths	Drama & Theatre
Media Studies	Extended Project
Chemistry	
Biology	
Physics	
RS	

*The running of a course is subject to student numbers and blocking pattern for September 2019.

GUIDE TO YOUR COURSE CHOICES

IBCP – Level 3

Psychology
 English Language and Literature
 Film
 IT in Global Society
 Social & Cultural Anthropology
 Applied Mathematics
 Applied Science
 Business
 Sports
 Accounting/Financial Studies
 Health & Social Care
 Law

A Level - Academic

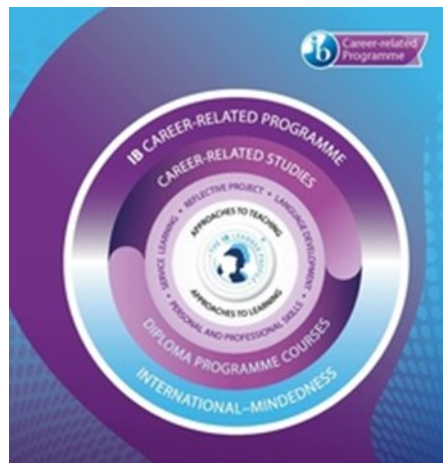
3D Design	Maths
Biology	Photography
Chemistry	Physics
Drama & Theatre	Politics
English Literature	Psychology
Fine Art	Religious Studies
Geography	Sociology
History	
Media Studies	

BTEC Level 3

Business
 Sports
 Health and Social Care
 Applied Science
 Applied Law
 Music
 Dance
 Financial Studies

Extended Project Qualification

*All information is correct at the time of publishing.



What is the IBCP?

The CP is a framework of international education that incorporates the values of the IB into a unique programme addressing the needs of students engaged in career-related education.

The programme leads to further/higher education, apprenticeships or employment.

The CP curriculum

CP students undertake a minimum of two IB Diploma Programme (DP) courses. Pupils will also take part in the core which consists of four components that includes approaches to learning, community and service, language development and a reflective project as well as an approved career-related course.

For CP students, DP courses provide the theoretical underpinning and academic rigour of the programme; the career-related study further supports the programme's academic strength and provides practical, real-world approaches to learning; and the CP core helps them to develop skills and competencies required for lifelong learning. CP students undertake a minimum of two IB Diploma Programme (DP) courses. Pupils will also take part in the core which consists of four components that includes approaches to learning, community and service, language development and a reflective project as well as an approved career-related course.

Assessment and exams

Students take written examinations at the end of their IB Diploma Programme courses which are marked by external IB examiners.

The components of the CP core are assessed by the school.

Who is the CP for?

The CP was specifically developed for students who wish to engage in career-related learning while gaining transferable and lifelong skills in applied knowledge, critical thinking, communication, and cross-cultural engagement.

If you have any questions regarding the assessment of the core, or any other questions about the IBCP, please contact Mr Simmons the IBCP Coordinator.

The CP framework

The framework consists of three elements.

1 The career-related study

Students will follow a professional course (e.g. a BTEC) in a specialist area, using a practical, real-world approach to learning.

The IB collaborates with a range of major accredited providers, including the Chartered Institute of Securities & Investment (CISI), the IFS School of Finance, the Council for Awards in Care, Health and Education (CACHE), and Pearson BTEC, with qualifications ranging from marketing to performing arts. The IB is continuously developing additional career-pathways with professional communities in the UK. Schools determine the appropriate career-related study course(s) to offer, therefore may have chosen to offer courses from another provider.

2 Academic study

As part of the programme, students are required to complete at least two DP courses, from the following subject areas: language and literature; a foreign language; individuals and societies; science; mathematics; and the arts.

3 CP skills-based core

The programme's core is what defines the programme and makes it unique. It consists of the following:

- (a) **The personal and professional skills** course emphasises the development of the skills and attributes needed to flourish in the chosen career pathway.
- (b) **The reflective project** is an independent, in-depth piece of work undertaken over an extended period of time for which the student investigates an ethical issue within their career-related subject area.
- (c) **Service learning** focuses on community service as a vehicle for learning. Through service, he or she will develop and apply their personal and social skills, gaining experience of team work, decision-making and problem-solving, with opportunities to show initiative and take responsibility.
- (d) **Language development** gives access to learning a second language. This component is not examined, but will enable him or her to develop a skill that employers value, and emphasises the importance of language in an increasingly inter-connected and globalised world.

IB Psychology

Qualification Aims and Objectives

This course looks at Approaches to Psychology in year 12 including: The Cognitive, and Biological Approaches and Sociocultural.

In year 13 the course looks at Applications of Psychology including abnormal psychology and pupils are also required to design and conduct their own study. Psychology is a science subject, and the course requires students to understand concepts such as objectivity, subjectivity, validity and reliability. Students will learn how to design and conduct scientific investigations.

You should study Psychology if you have an interest in the human mind and behaviour. Psychology combines well with Science, Sociology and Health and Social Care. Psychology is a well-recognised Science subject and provides a sound basis for further study at University.

Career Opportunities and Future Study

IB Psychology teaches students to question the world around them, to think analytically, and to base their views on evidence.

There are a wide variety of careers open to psychology graduates. These include:

- Clinical Psychology
- Educational Psychology
- Counselling
- Criminal Psychology

Assessment

Assessment at a glance

Paper 1 Question response and an essay

Paper 2 Answer 2 of 15 questions in essay form

Paper 3 Answer three questions

Internal Study report - A report of a simple experimental study conducted by the students.

The IB assesses student work as direct evidence of achievement against the stated goals of the Diploma Programme courses, which are to provide students with:

- a broad and balanced, yet academically demanding, programme of study
- the development of critical-thinking and reflective skills
- the development of research skills
- the development of independent learning skills
- the development of intercultural understanding
- a globally recognized university entrance qualification

Course Duration

2 Years



IB Social and Cultural Anthropology

Qualification Aims and Objectives

Anthropology is about finding out about the thousand other lives you could have lived if you had been born in a different time or place. It is about “making sense of other people’s worlds, translating their experiences and explaining what they are up to, how their societies work and why they believe in whatever it is that they believe in” (Eriksen, 2006: ix). Anthropology seeks to unravel the complexities of what makes us human by exploring what makes people as social beings in different cultures different from each other. The aims of the Social and Cultural Anthropology course at SL and HL are to enable students to:

- explore the characteristics and complexities of social and cultural life.
- develop new ways of thinking about the world that demonstrate the interconnectedness of local, regional and global processes and issues.
- foster an awareness of how cultural and social contexts inform the production of anthropological knowledge.
- develop as critical thinkers who are open-minded, reflective and ethically sensitive.
- apply anthropological understanding in order to reflect on their own lives and experiences, as well as those of others, transforming their actions in the world.

Career Opportunities and Future Study

- Community development worker
- International aid/ development worker
- Local government officer
- Market and Social Researcher Social Worker

Assessment

This course is assessed through a mixture of externally and internally assessed work: External Assessment: Paper 1: 2 Hour exam paper separated into two sections worth 30% of your overall grade. Paper 2: 2 and a half Hour exam paper separated into two sections, worth 45% of your overall grade. Internal Assessment: Worth 25% of your overall grade. This will see you conduct fieldwork, critical reflection and a written report of your findings. This should take 60 hours.

Course Duration

2 Years



IB English Language and Literature

Qualification Aims and Objectives

English enables students to become critical readers and thinkers, engaging in ongoing analysis and discussions of important worldwide themes like power, rebellion, justice, compassion, and equality. The IB emphasises the importance of critical thinking, reflection, and understanding of culture. English Language and Literature develops these mind-sets through close reading of texts, being able to relate a text to its form, genre, audience, and context of production, and reading texts from a variety of sources all around the globe.

Possible Careers

- Journalism
- Law
- Publishing
- Media
- Teaching
- Advertising
- Public Relations

Assessment

This course is assessed through a variety of written and oral communications, through oral commentary, essays, exams, and presentations.

As English creates skilled communicators, critical thinkers, and empathic team workers, the skills and habits developed in this course are relevant across a huge variety of sectors. English is a perfect complementary subject for any career path.

Course Duration

2 Years



IB Applied Maths

Qualification Aims and Objectives

The course focuses on introducing important mathematical concepts through the development of mathematical techniques. The intention is to introduce students to these concepts in a comprehensible and coherent way. Students should, wherever possible, apply the mathematical knowledge they have acquired to solve realistic problems set in an appropriate context.

The internally assessed component, the exploration, offers students the opportunity for developing independence in their mathematical learning. Students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas. The exploration also allows students to work without the time constraints of a written examination and to develop the skills they need for communicating mathematical ideas.

Career Opportunities and Future Study

- Accounting
- Teaching
- Banking
- Investment
- Traders

Assessment

Pupils are assessed on the following topics, including:
Topic 1: Number & algebra Topic 2: Descriptive statistics Topic 3: Logic, sets & probability Topic 4: Statistical applications Topic 5: Geometry & trigonometry Topic 6: Mathematical models Topic 7: Introduction to differential calculus

Project: An individual piece of work involving the collection of information or the generation of measurements, and subsequent analysis and evaluation.

Course Duration

2 Years



IB Film Studies

Qualification Aims and Objectives

The creation, presentation and study of film requires courage, passion and curiosity: courage to create individually and as part of a team, to explore ideas through action and harness the imagination, and to experiment; passion to communicate and to act communally, and to research and formulate ideas eloquently; curiosity about self and others and the world, about different traditions, techniques and knowledge, about the past and the future, and about the limitless possibilities of human expression through the art form.

At the core of the IB film course lies a concern with clarity of understanding, critical thinking, reflective analysis, effective involvement and imaginative synthesis that is achieved through practical engagement in the art and craft of film.

Career Opportunities and Future Study

- Broadcast Engineer
- Location Manager
- Marketing
- Journalism

Assessment

This course is assessed entirely through coursework, both externally and internally assessed. This will consist of an independent study of a minimum of two films, an oral presentation analysing a continuous film extract from a prescribed film, and the production of a film and trailer with accompanying portfolio.

Course Duration

2 Years



IB Information Technology in a Global Society

Qualification Aims and Objectives

IB Information Technology in a Global Society (ITGS) course is the study and evaluation of the impacts of information technology (IT) on individuals and society. ITGS explores the advantages and disadvantages of the access and use of digitized information at the local and global level. ITGS provides a framework for the student to make informed judgements and decisions about the use of IT within social contexts. Aims: Enable the student to evaluate social and ethical considerations arising from the widespread use of IT by individuals, families, communities, organizations and societies at the local and global level. Develop the student's understanding of the capabilities of current and emerging IT systems and to evaluate their impact on a range of stakeholders.

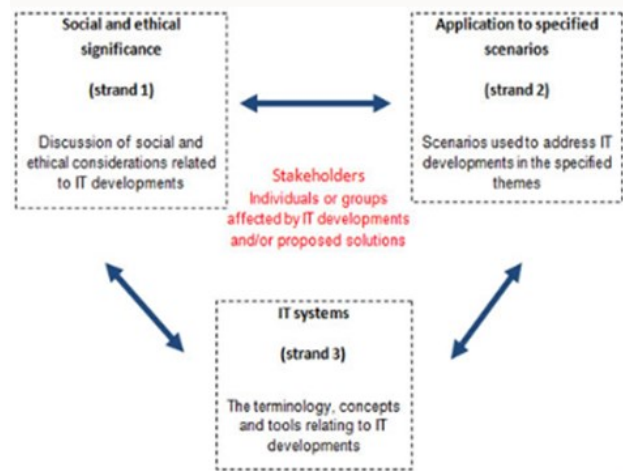
Possible Careers

- Project Manager
- Social Informatics
- Teachers
- Systems Analysis

Assessment

Assessment: External assessment (3 hours) 70%
 Paper 1 (1 hour 45 minutes) 40%
 Paper 2 (1 hour 15 minutes) 30%
 Internal Assessment: Project (30 hours) 30%

Composed of three strands, with interrelating topics within each:



Course Duration

2 Years



3D Design

Qualification Aims and Objectives

Students will be introduced to a variety of experiences that explore a range of three-dimensional media, processes and techniques. They should be made aware of both traditional and new media.

Students will explore the use of drawing for different purposes, using a variety of methods and media on a variety of scales. Students may use sketchbooks/workbooks/journals to underpin their work, where appropriate.

Students will explore relevant images, artefacts and resources relating to a range of art, craft and design, from the past and from recent times, including European and non-European examples. This should be integral to the investigating and making process. Students' responses to these examples must be shown through practical and critical activities that demonstrate their understanding of different styles, genres and traditions.

Students will be aware of the four assessment objectives to be demonstrated in the context of the content and skills presented. They should be aware of the importance of process as well as product.

Career Opportunities and Future Study

- Graphic Design
- Advertising and Marketing
- Education
- Web Design
- Product Design

Assessment

Component 1: Portfolio

- 96 marks
- 60% of AS

The emphasis of this component will be on the development of understanding and skills using an appropriate range of materials, processes and techniques. Students should produce a collection of materials that exemplifies work carried out during the AS course.

Each student must include in their portfolio:

- A selection of thoughtfully presented work that demonstrates the breadth and depth of the course of study
- At least one extended collection of work or project, based on an idea, concept, theme or issue. This should demonstrate the student's ability to sustain work from an initial starting point to a realisation.

It should include evidence of their ability to research and develop ideas and link their work in a meaningful way to relevant critical/contextual materials

Component 2: Externally set assignment

- Preparatory period + 10 hours supervised time
- 96 marks
- 40% of AS

Separate question papers will be provided for each title. These will consist of a choice of five questions to be used as starting points. Students are required to select one. Students will be provided with examination papers on 1 February, or as soon as possible after that date.

Course Duration

2 Years

Biology

Qualification Aims and Objectives

A-level Biology is a stepping stone to future study, which is why we also consulted universities to ensure these specifications allow students to develop the skills that they want to see.

This approach has led to specifications that will support you to inspire students, nurture a passion for Biology and lay the groundwork for further study in courses like biological sciences and medicine.

Like you, we believe that Biology is fundamentally an experimental subject. This specification provides numerous opportunities to use practical experiences to link theory to reality, and equip students with the essential practical skills they need.

Career Opportunities and Future Study

- Forensic Scientist
- Research Scientist
- Doctor
- Pharmacologist
- Nutritionist
- Biochemical Engineer
- Ecologist
- Paramedic

Entry Criteria

GCSE Maths = Grade 4 or above

GCSE English = Grade 4 or above and GCSE Combined

Science of two of: Biology, GCSE Chemistry, GCSE

Physics at Grade 5 or above.

Assessment

100% Examination for a grade

Paper 1 - 30%

Paper 2 - 30%

Paper 3 - 40%

Practical Endorsement - They must be passed to be accepted by universities.



I really enjoy biology,
especially the heart
section of the course.



Chemistry

Qualification Aims and Objectives

Students to develop:

- essential knowledge and understanding of different areas of the subject and how they relate to each other
- a deep appreciation of the skills, knowledge and understanding of scientific methods
- competence and confidence in a variety of practical, mathematical and problem-solving skills
- their interest in and enthusiasm for the subject, including developing an interest in further study and careers associated with the subject
- an understanding of how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society.

Possible Careers

Why should I study A Level Chemistry?

All that questioning and experimentation can be really handy when it comes to building a whole range of skills for work.

Chemistry helps you to develop research, problem solving and analytical skills. It helps to you challenge ideas and show how you worked things out through logic and step-by-step reasoning. Chemistry often requires teamwork and communication skills too, which is great for project management.

Chemistry will help you get ahead in most STEM (science, technology, engineering and maths) careers and more besides.

Chemistry is an important subject for careers in: medicine, environmental science, engineering, toxicology, developing consumer products, metallurgy (studying how metals behave), space exploration, developing perfumes and cosmetics, pharmaceuticals, energy, teaching, science writing, software development and research.

Possible Careers

- Analytical chemist
- Chemical engineer
- Healthcare scientist, clinical biochemistry
- Forensic scientist
- Pharmacologist
- Research scientist
- Toxicologist
- Vet
- Surgeon

Assessment

Paper 1: Fundamentals of Chemistry

Paper 2: Scientific Literacy in Chemistry

Paper 3: Practical skills in Chemistry

Science Practical Endorsement

Entry Criteria

GCSE Combined science or two of: GCSE Biology, GCSE Chemistry, GCSE Physics at Grade 5 or above

With GCSE Mathematics at Grade 5 or above

Course Duration

2 Years



It's a hard course, but I
enjoy the content as we are
going deeper into
Chemistry!



Drama and Theatre

Qualification Aims and Objectives

This qualification emphasises practical creativity alongside research and theoretical understanding.

Students learn through experience, seeing theatre and making theatre for themselves. Students are introduced to a wide range of theatrical styles and contexts as they explore plays practically, devise and work on performances.

Students choose to develop as a:

- performer
- designer (lighting, sound, set, costume, puppets)
- director
- combination of these.

Career Opportunities and Future Study

- Performer
- Director
- Theatre Admin Assistant/Manager
- Educational Drama practitioner
- Teacher
- Drama Therapist
- Theatre/Drama Critic
- Theatre Company
- Musical Theatre Performer
- Dramaturg
- Theatre Designer

Assessment

Component 1: Drama and theatre

What's assessed:

- Knowledge and understanding of drama and theatre
- Study of two set plays, one chosen from List A, one chosen from List B
- Analysis and evaluation of the work of live theatre makers

How it's assessed:

- Written exam: 3 hours
- Open book
- 80 marks

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

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

Course Duration

2 Years

English Literature

Qualification Aims and Objectives

The specification encourages the exploration of texts in a number of different ways:

The study of a literary theme over time.

The study of literature through engaging with two of the main historicist perspectives, the diachronic (reading texts written across widely different time periods that explore the same theme) and synchronic (reading texts written within a narrower and clearly defined time period)

The study of various texts, both singly and comparatively, chosen from a list of core set texts and a list of chosen comparative set texts.

Writing about texts in a number of different ways.

Career Opportunities and Future Study

- Primary/Secondary school teacher
- Lecturer
- Writer
- Editorial assistant
- Newspaper/magazine journalist
- Advertising account executive
- Public Relations officer
- Social media manager
- Marketing executive

Assessment

Paper 1: Love Through the Ages

Paper 2: Texts in shared contexts

Non-exam Assessment

Entry Criteria

GCSE Maths = Grade 4 or above

GCSE English Language 5 or above

GCSE English Literature 6 or above



I enjoy the texts on the course and you get the opportunity to choose your own novels to compare and contrast.



Fine Art

Qualification Aims and Objectives

Students will be introduced to a variety of experiences that explore a wide range of Fine Art materials, techniques and processes. They will be made aware of both traditional and contemporary methods, incorporating Art History theories.

Students should use sketchbooks/workbooks/journals to underpin their work where appropriate. They may wish to develop their drawing skills in order to produce storyboards, thumbnail sketches and/or diagrams, where appropriate.

Students will be made aware of the four assessment objectives to be demonstrated in the context of the content and skills presented and of the importance of process as well as product.

Students are required to work in one or more area (s) of Fine Art, such as those listed below. They may explore overlapping areas and combinations of areas.

- painting and drawing
- mixed media, including collage and assemblage
- sculpture
- land art
- installation
- printmaking: relief, intaglio, screen processes and lithography
- film, television, animation, video, photography: lens-based and/or light-based media and new media.

Possible Careers

There are many careers using Fine Art. Most of these require further study at an art School, Further Education College or University. At present most students wishing to take art, Craft or design beyond 6th Form will go on to do a one year 'Foundation' course at an Art College or University before applying to degree courses in specialist areas of art and Design.

In recent years increasing numbers of students have gained direct entry onto Degree courses. This could lead to careers in such fields as teaching, curating, illustration, art criticism, art historian and the media.

Assessment

Component 1: Portfolio:

- 96 marks
- 60% of AS

The emphasis of this component will be on the development of understanding and skills using an appropriate range of materials, processes and techniques. Students should produce a collection of materials that exemplifies work carried out during the AS course.

Each student must include in their portfolio:

- A selection of thoughtfully presented work that demonstrates the breadth and depth of the course of study
- At least one extended collection of work or project, based on an idea, concept, theme or issue. This should demonstrate the student's ability to sustain work from an initial starting point to a realisation.

It should include evidence of their ability to research and develop ideas and link their work in a meaningful way to relevant critical/contextual materials.

Component 2: Externally set assignment:

- Preparatory period + 10 hours supervised time
- 96 marks
- 40% of AS

Separate question papers will be provided for each title. These will consist of a choice of five questions to be used as starting points. Students are required to select one. Students will be provided with examination papers on 1 February, or as soon as possible after that date.

Course Duration

2 Years

Geography

Qualification Aims and Objectives

Students develop:

Develop their knowledge of locations, places, processes and environments, at all geographical scales from local to global across the specification as a whole.

Develop an in-depth understanding of the selected core and non-core processes in physical and human geography at a range of temporal and spatial scales, and of the concepts which illuminate their significance in a range of locational contexts.

Recognise and be able to analyse the complexity of people-environment interactions at all geographical scales, and appreciate how these underpin understanding of some of the key issues facing the world today.

Gain understanding of specialised concepts relevant to the core and non-core content. These must include the concepts of causality, equilibrium, feedback, identity, inequality, interdependence, globalisation, mitigation and adaptation, representation, risk, resilience, sustainability, systems, and thresholds.

Improve their understanding of the ways in which values, attitudes and circumstances have an impact on the relationships between people, place and environment, and develop the knowledge and ability to engage, as citizens, with the questions and issues arising become confident and competent in selecting, using and evaluating a range of quantitative and qualitative skills and approaches, (including observing, collecting and analysing geo-located data) and applying them as an integral part of their studies

Understand the fundamental role of fieldwork as a tool to understand and generate new knowledge about the real world, and become skilled at planning, undertaking and evaluating fieldwork in appropriate situations

Apply geographical knowledge, understanding, skills and approaches in a rigorous way to a range of geographical questions and issues, including those identified in fieldwork, recognising both the contributions and limitations of geography

Career Opportunities and Future Study

- Cartographer.
- Commercial/residential surveyor.
- Environmental consultant.
- Geographical information systems officer.
- Planning and development surveyor.
- Secondary school teacher.
- Town planner.
- International aid/development worker
- Landscape architect
- Logistics and distribution manager
- Market researcher
- Nature conservation officer
- Sustainability consultant
- Tourism officer
- Transport planner

Assessment

Paper 1: Coastal Landscapes & Changing Places

Paper 2: Global Governance Change & Challenge

Paper 3: Tectonic Hazards, Weather and Climate & Development in Africa

Non exam assessment: Independent Investigation – 4000 words

Course Duration

2 Years

History

Qualification Aims and Objectives

Knowledge about a Worldwide and British study of history

An understanding of the significance of historical events, the role of individuals in history and the nature of change over time

Competence in analysis and evaluation of historical factors

Their interest in and enthusiasm for the subject, including developing an interest in further study and careers associated with the subject

Career Opportunities and Future Study

- Heritage Manager
- Historic buildings inspector or conservation officer
- Museum education officer
- Museum or gallery curator
- Secondary school teacher
- Academic librarian
- Archaeologist
- Archivist
- Broadcast journalist
- Civil Service administrator
- Editorial assistant
- Solicitor

Assessment

Communist Russia, 1855–196

Paper 2: The Wars of the Roses, 1450–1499

Paper 3: Historical investigation (Personal study).

Entry Criteria

GCSE Maths = Grade 4 or above

GCSE History = Grade 5 or above

With GCSE English = Grade 5 or above

Course Duration

2 Years



It allows us to understand our past strengths and mistakes and how these impact on the future.



Media Studies

Qualification aims and objectives

Students to develop:

- Essential knowledge and understanding of contemporary media theory
- The ability to identify and access a wide range of media genres
- Analytical skills which will allow for the identification of media conventions and the deconstruction texts
- The ability to evaluate the effectiveness of directorial decisions in media
- The ability to produce a wide range of media texts to an industry standard

Why should I study A Level Media?

Have you ever been interested in Media? Have you ever considered a future career in Media but don't know where to begin? If so, an A-Level in Media Studies might be for you.

A-level Media provides a taste of all the major media forms, from Film to Video Games, from Advertising to Propaganda. You will learn not only what the major characteristics are of each of these genres, but by the end of the course will be able to evaluate their effectiveness.

Media will provide you a pathway if you do decide to pursue a future career. You will learn the contemporary theories which currently govern the industry, and the elite which rule over it. You will not only be able to analyse and deconstruct texts, but you will learn how to use the tools to produce them yourselves. Most of all though, you will become a more confident and careful consumer of media, as media companies often try to manipulate in order to make profit. These wide range of skills will be learned through both watching and creating, which is ideal for students who want hands on experience when learning a subject.

Possible careers

- Graphic Design
- News Reporter
- Web Design
- Advertising and Marketing
- Editor
- Director
- Political Science



I find the course really interesting as we don't just look at film, we also look into newspapers, social media and magazine.



Qualification aims and objectives

Students to develop:

This course builds on some of the topics students have already met at GCSE and take them to greater depth. Students will have the chance to study three different branches of Mathematics:

PURE: You may have already met some of the topics studied, e.g. trigonometry, functions and graphs, algebraic equations, series and calculus. All of these and more are included, extended, and taken to a higher level.

STATISTICS: In Statistics we look at the gathering, representation and analysis of data. We study probability in order to see how reliable our results are. For example, how large a sample of people do you need to take for an opinion poll in order to predict with a given degree of accuracy the outcome of an election? How should this sample be selected? What is the probability of being selected for such a sample? And how do we analyse the results and draw accurate conclusions?

MECHANICS: You may have met some aspects of Mechanics as part of a GCSE Science course. It involves looking at moving bodies (Dynamics) and stationary bodies (Statics) in a given situation. We attempt to represent the situations by algebraic equations and solve them using Pure Mathematics techniques. For example, using Principles of Mechanics and modelling the Police can investigate whether or not motorists involved in an accident were breaking the speed limit.

Why should I study A Level Media?

If you enjoy Maths and feel confident with the work you have met so far at GCSE, then you should seriously consider Maths AS or A Level. It is a demanding and challenging subject but it can be an extremely rewarding one if you are prepared to put in time and effort.

Maths has wide applications in industry, business, finance, science, technology and many other areas. Maths qualifications can help you towards a future career in these areas. It is also a useful support for many University courses which increasingly can involve statistics and programming elements.

Possible careers

- Actuarial analyst
- Actuary
- Chartered accountant
- Chartered certified accountant
- Data analyst
- Data scientist
- Investment analyst
- Research scientist (maths)
- Secondary school teacher
- Statistician
- Systems developer
- Civil Service fast streamer
- Financial manager
- Financial trader
- Insurance underwriter
- Meteorologist
- Operational researcher
- Quantity surveyor
- Software tester

Assessment

Paper 1: 2 Hours 33.3%

Proof, Algebra and functions, Coordinate geometry, Sequences and series, Trigonometry, Exponentials and logarithms, Differentiation, Integration, Numerical methods

Paper 2: 2 hours 33.3%

Any content from Paper 1 and content from Vectors, Quantities and units in mechanics, Kinematics, Forces and Newton's laws, Moments

Paper 3: 2 hours 33.3%

Any content from Paper 1 and content from Statistical sampling, Data presentation and Interpretation, Probability, Statistical distributions, Statistical hypothesis testing.

Entry Criteria

GCSE Mathematics= Grade 7 or above

Course Duration

2 Years

Photography

Qualification Aims and Objectives

Students will be introduced to a variety of experiences that explore a range of photographic media, techniques and processes. They should be made aware of both traditional and new technologies.

Students should use sketchbooks, workbooks, journals to underpin their work where appropriate. They may wish to develop their drawing skills in order to produce storyboards, thumbnail sketches and/or diagrams, where appropriate.

Students are required to work in one or more area(s) of photography, such as those listed below. They may explore overlapping areas and combinations of areas:

- Portraiture
- Landscape photography (working from the urban, rural and/or coastal environment)
- Still life photography (working from objects or from the natural world)
- Documentary photography, photojournalism
- Fashion photography
- Experimental imagery
- Multimedia
- Photographic installation
- Moving image (video, film, animation).

Career Opportunities and Future Study

There are many careers using photography. Most of these require further study at an art School, Further Education College or university. At present most students wishing to take art, craft or design beyond 6th Form will go on to do a one year 'Foundation' course at an Art College or University before applying to degree courses in specialist areas of art and Design.

In recent years increasing numbers of students have gained direct entry onto degree courses. This could lead to careers in such fields as advertising, marketing, design, publishing and the media. The study of Art can also help you develop transferable skills in which you can take into any career or job.

Assessment

Component 1: Portfolio

- 96 marks
- 60% of AS

The emphasis of this component will be on the development of understanding and skills using an appropriate range of materials, processes and techniques. Students should produce a collection of materials that exemplifies work carried out during the AS course.

Each student must include in their portfolio:

- A selection of thoughtfully presented work that demonstrates the breadth and depth of the course of study
- At least one extended collection of work or project, based on an idea, concept, theme or issue. This should demonstrate the student's ability to sustain work from an initial starting point to a realisation.

It should include evidence of their ability to research and develop ideas and link their work in a meaningful way to relevant critical/contextual materials.

Component 2: Externally set assignment

- Preparatory period + 10 hours supervised time
- 96 marks
- 40% of AS

Entry Criteria

GCSE in Art and Design = Grade C or above with GCSE

English = Grade 4 or above

With Maths grade 4 or above

Course Duration

2 Years

Physics

Qualification Aims and Objectives

Physics aim to answer (or at the very least try to) the very big questions in life; such as:

- What will happen to universe in the future?
- Where did we come from?
- What are we made of?
- How and why things interact the way they do?

The physics course offers a glimpse of the beauty and order from which the world around us made. The course is up to date and is presented in such a way to convey the excitement of the subject.

Physics is a challenging subject that will definitely makes you think. It requires higher order critical thinking a step up from GCSE in terms of the level of working as well as mathematical skills.

Career Opportunities and Future Study

Physics is one of the most highly regarded A – level by employers and universities and, as such the course supports students in a diverse range of destinations post sixth form

At university level, Physics opens the door towards Science, Maths and Engineering courses as well as supporting students who may wish to progress to a humanities based subject.

Employers also recognise the importance of A – level Physics and actively seek to recruit students who have completed physics as a result of the way that students are trained and encouraged to think in a logical manner.

Assessment

Component 01 assesses content from modules 1, 2, 3, and 5

Component 02 assesses content from modules 1, 2, 4 and 6

Component 03 assesses content from all modules (1 to 6)

Entry Criteria

GCSE Combined science grade 55 or above or two of GCSE Biology, GCSE Chemistry, GCSE Physics at grade 5 or above.

With GCSE Mathematics at Grade 5 or above.

Course Duration

2 Years

Politics

Qualification Aims and Objectives

AQA describe the course as:

Lively, relevant, controversial... there are many ways to describe A-level Politics. There's no denying that it's one of the most interesting and engaging qualifications you can choose. Covering news and current affairs from the UK and US, it helps you understand how the UK country is run and develops research, written communication and debate skills. It also helps grow your confidence. It's ideal if you're considering studying politics, sociology, ethics, advertising or journalism at university and is highly regarded by employers in industries including politics, international organisations, the media, government and the civil service.

Possible Careers

Highly regarded by employers in industries including politics, international organisations, the media, government and the civil service.

Assessment

3 x 2 hr exams at the end of the second year. These are all equally weighted.

Paper 1 Government and Politics in the UK

Paper 2 The government and politics of the USA and Comparative politics

Paper 3 Political ideas

There is also an option to sit a 3 hour AS paper at the end of the first year.

Government and Politics in the UK 100% of AS (Not yet confirmed)

Entry Criteria

6 in GCSE English

5 or 6 in Humanities Subject (Geography/History)

Course Duration

2 Years



Gives you an insight in the different political ideologies and the structure of the government.



Psychology

Qualification Aims and Objectives

A level Psychology is stimulating, distinctive and attractive, providing exciting opportunities for the learners to:

- Study a variety of historical and current psychological approaches
- Study classic and contemporary psychological research covering a variety of perspectives and topics
- Study principles of investigating human and animal behaviour
- Apply psychological information to everyday situations
- Explore contemporary issues raised in psychological research
- Work scientifically through their own psychological research D
- demonstrate greater emphasis on the skills of psychology.

Career Opportunities and Future Study

- Clinical psychologist
- Counselling psychologist
- Educational psychologist
- Forensic psychologist
- Further education teacher
- Health psychologist
- High intensity therapist
- Occupational psychologist
- Primary care graduates mental health worker
- Psychological wellbeing practitioner
- Sport and exercise psychologist

Assessment

Component 1: Psychology: Past to Present
Written examination: 2 hours 15 minutes which is worth 33⅓% of qualification

Component 2: Psychology: Investigating Behaviour
Written examination: 2 hours 15 minutes which is worth 33⅓% of qualification

Component 3: Psychology: Implications in the Real World

Written examination: 2 hours 15 minutes which is worth 33⅓% of qualification

Entry Criteria

Minimum 5 in GCSE English and GCSE Maths

Course Duration

2 Years



Like science, but your focus is on the brain and how it effects behaviour.



Religious Studies

Qualification Aims and Objectives

The Religious Studies course offers a choice of studying different religions ensuring students have a thorough understanding of diverse philosophical and ethical viewpoints.

Students gain critical and evaluative skills sought by higher education and employers – particularly in law, education, social work, politics, medicine, administration and the media.

Religious Studies is a thought provoking subject and the contemporary themes studied will help inspire engaging classroom discussion.

Possible Careers

- Social work and counselling
- Education
- Public Services
- Law
- Politics
- Journalism
- Medicine

Assessment

Component One:

Philosophy of Religion and Ethics – exploring topics such as; arguments for and against the existence of God, Religious Experience, Miracles and Life After Death - Written exam, 3 hours, worth 50% of the course

Component Two:

Study of Religion and Dialogues – exploring topics such as; Religion, Gender and Sexuality, Religion and Science and Expression of Religious Identity – Written exam, 3 hours, worth 50% of the course

Entry Criteria

GCSE Religious Studies, where studied, grade C or above.

GCSE English 6 or above

Course Duration

2 Years



It makes you think about other viewpoints, questions your own morality.



Sociology

Qualification Aims and Objectives

Sociology is the study of human social relationships and institutions. Sociology's subject matter is diverse, ranging from crime to religion, from the family to the state, from the divisions of race and social class to the shared beliefs of a common culture, and from social stability to radical change in whole societies. Unifying the study of these diverse subjects of study is sociology's purpose of understanding how human action and consciousness both shape and are shaped by surrounding cultural and social structures.

The particular topics studied at Strood Academy are; Education, Health, The Media and Crime and Deviance.

This course has been designed with the clear objective of encouraging students to:

Acquire knowledge and a critical understanding of contemporary social processes and social changes

Appreciate the significance of theoretical and conceptual issues in sociological debate

Understand and evaluate sociological methodology and a range of research methods through active involvement in the research process

Develop skills that enable individuals to focus on their personal identity, roles and responsibilities within society

Develop a lifelong interest in social issues

Career Opportunities and Future Study

- Social work and counselling
- Education
- Public Services
- Law
- Politics
- Journalism
- Medicine

Assessment

Three exams at the end of the course.

Entry Criteria

GCSE Maths = Grade 4 or above

GCSE English = Grade 6

Course Duration

2 Years



It makes you think about other viewpoints, questions your own morality.



Business

Qualification Aims and Objectives

Students to develop:

An over-arching appreciation of the central role that businesses play in modern society and an appreciation of the main internal functions of marketing, finance, human resources and operations

Confidence in research methods and their application in the real world

A deep understanding of interdependence between business, individuals and government

Intrapersonal skills of communication, working collaboratively, negotiation and self-presentation

Cognitive and problem-solving skills – use critical thinking and creative skills to solve problems.

Career Opportunities and Future Study

- Marketing
- Administration
- Finance
- Events Management
- Human Resources
- Junior management positions in most industries

Assessment

- Unit 1: Exploring Business (internally assessed)
- Unit 2: Developing a Marketing Campaign (externally assessed)
- Unit 3: Personal and Business Finance (externally assessed)
- Unit 14: Investigating Customer Service (internally assessed)

Entry Criteria

GCSE English = Grade 4 or above. GCSE Maths = Grade 5 or above. If studying GCSE Business = Grade C or above. If studying BTEC in any subject = Grade M or above

Course Duration

2 Years



This course has given me an insight on how to organise my own business in the near future.



Sports

Qualification Aims and Objectives

Students to develop:

Cognitive and problem-solving skills: use critical thinking, approach non-routine problems applying expert and creative solutions, use systems and technology

Intrapersonal skills: communicating, working collaboratively, negotiating and influencing, self-presentation

Interpersonal skills: self-management, adaptability and resilience, self-monitoring and development.

Career Opportunities and Future Study

- Exercise physiologist.
- Fitness centre manager.
- Secondary school teacher.
- Sports administrator.
- Sports therapist.
- Gym Instructor
- Personal trainer
- Strength and conditioning coach
- Physiotherapist
- Occupational therapist

Assessment

- Unit 1 – Anatomy and Physiology
- Unit 2 – Fitness Training and Programming for Health, Sport and Well-being

Entry Criteria

GCSE PE = Grade 4 or above

With GCSE Maths and English = Grade 4 or above



Winners never quit, a quitter
never wins.



Health & Social Care

Qualification Aims and Objectives

The content of this qualification has been designed to ensure it supports progression towards higher study. In addition, employers and professional bodies have been involved in order to confirm that the content is also appropriate for those interested in working in the sector. The extended certificate is a broad basis of study for the health and social care sector. This qualification is designed to support progression into employment, or higher education.

Career Opportunities and Future Study

- Exercise physiologist.
- Fitness centre manager.
- Secondary school teacher.
- Sports administrator.
- Sports therapist.
- Gym Instructor
- Personal trainer
- Strength and conditioning coach
- Physiotherapist
- Occupational therapist



I enjoy the fact that the course involves general knowledge which can be amplified to specific situations and allow me to deepen my knowledge using different terminology.



Assessment

Unit 1: Human Lifespan Development - examination
 Unit 2: Working in Health and Social Care - examination
 Unit 5: Meeting Individual Care and Support Needs – coursework plus an additional one optional unit to complete as well, which is chosen with students and the teacher from the list below:

Unit 10: Sociological Perspectives
 Unit 11: Psychological Perspectives
 Unit 12: Supporting Individuals with Additional Needs
 Unit 14: Physiological Disorders and their Care

Possible Careers and Further Study

- This qualification is generally taken alongside other qualifications as part of a 2-year programme of learning.
- This will enable learners to progress to a degree programme chosen from a range of programmes in the health and social care sector.
- The qualification is intended to carry UCAS points and is recognised by higher education institutions as contributing to meeting admission requirements to many relevant courses.
 It can be taken alongside, for example:
 - an A Level in Biology, which could lead to a BSc (Hons) in Nursing or Midwifery
 - a BTEC Certificate in Sport, which could lead to a BSc (Hons) in Physiotherapy

Entry Criteria

GCSE Maths = Grade 4 or above
 GCSE English = Grade 4 or above and GCSE
 GCSE Combined Science Grade 4 or above two of: GCSE Biology, GCSE Chemistry, GCSE Physics
 a Grade 4 Merit at Level 2 BTECH HSC.

Applied Science

Qualification Aims and Objectives

The requirements of the qualification will mean that learners develop the transferable and higher order skills which are valued by higher education providers and employers. For example, when studying Unit 3: Science Investigation Skills, learners will develop skills including how to plan investigations, collecting, analysing, and presenting data and communicating results which support some of the skills learners need to progress to higher education, employment, self-employment or training.

The qualification carries UCAS points and is recognised by higher education providers as contributing to meeting admission requirements for many courses if taken alongside other qualifications as part of a two-year programme of learning, including, but not exclusively, those which are science-related.

The qualification can be taken as part of a diverse programme, leaving progression options fully open. It can also give context to subjects which would benefit from some scientific background.

This will depend on the combination of qualifications chosen.

Possible Careers (depending on other subject options)

- Applied Scientist
- Engineering
- Sports science
- Nursing
- Environmental science

Assessment

Unit 1 – Principles & Applications of Science 1 (written exam)
Unit 2 – Practical Scientific Procedures and Techniques (Assignment)
Unit 3 – Scientific Investigation Skills (Set task marked by Pearson)

Plus, optional unit set and marked by teacher.

Entry Criteria

GCSE Combined science or two of: GCSE Biology, GCSE Chemistry, GCSE Physics at Grade 5 or above

With GCSE Maths = Grade 4 or above

Applied Law

Qualification Aims and Objectives

Pearson: Studying Law gives students an understanding of the role of Law today and raises your awareness of the rights and responsibilities of individuals. By learning about legal rules and how and why they apply to real life, students will develop their analytical ability, decision making, critical thinking and problem-solving skills. All these skills are highly sought after by higher education and employers.

Possible Careers (depending on other subject options)

Students could pursue a career in law such as studying to become a Solicitor or Barrister, Legal Secretary or use the UCAS points to support an application to a future degree course at university.

Assessment

There are four units in this course. Two are examined and two are coursework based.

Unit 1: Dispute Solving in Civil Law (90 GLH) Examined

Unit 3: Applying the Law (120GLH) Examined

Unit 2: Investigating Aspects of Criminal Law and the Legal System (90 GLH) Coursework

The final unit is a choice of 4 possible units (60 GLH) Coursework:

Unit 4: Aspects of Family Law

Unit 5: Consumer Law

Unit 6: Contract Law

Unit 7: Tort Law

Entry Criteria

GCSE Maths = Grade 4 or above

GCSE English = Grade 6 in GCSE English and 5+ in GCSE Humanities Subject (History/Geography/Citizenship)

Course Duration

2 Years



It allows you to understand the fundamentals on which our society stand on.



Music

Qualification Aims and Objectives

This two-year course aims to provide you with the skills needed to succeed in the music industry or progress to Higher Education. You will already have some practical knowledge of music performance as an instrumentalist or vocalist and some knowledge of music technology would be helpful but it is not a requirement.

You will be encouraged to widen your musical horizons through performance, instrumental, recording and theoretical skills.

You will also be introduced to basics of musical theory and how it can be used to enhanced music making and creation. This is a highly practical course that combines music composition and performance with music theory.

You will be expected to take part in regular concerts, showcases and other school events. Also, you should have a good level of musicianship on an instrument/voice.

Career Opportunities and Future Study

- Musician
- Teacher of Music
- Sound Technician
- Music Therapist
- Session musician

Assessment

The course is broken down into four different units of study with a specific focus on a music specialism or the music industry.

Learners taking this qualification will study these units:

- Unit 1: Practical Music Theory and Harmony
 - o Understanding the basics of notation and how it is used to help us understand what we are performing but also how to compose.
- Unit 2: Professional Practice in the Music Industry
 - o Understanding why being a music professional is so much more than just playing an instrument, especially in such a vast and varied industry.
- Unit 3: Ensemble Music Performance
 - o Understanding how to develop your performance, preparation and planning skills but as part of an ensemble.
- Unit 5: Music Performance Session Styles
 - o Understanding the different musical skills and practical knowledge needed to play in a variety of different styles and genre's, with very little prior notice.

Entry Criteria

GCSE Maths and English = Grade 4 or above

GCSE Music = Grade 4 or above

Any additional music qualifications would be an advantage.

Course Duration

2 Years

Dance

Qualification Aims and Objectives

This is an exciting BTEC course that develops your performance skills, technical skills, choreographic abilities and analysis of your own process and the work of professional practitioners. Each unit requires learners to research, analyse and evaluate the work of various artists and apply this knowledge to their own practice through practical exploration.

Students will develop the following skills over the two years:

- essential knowledge and understanding of different dance practitioners
- a deep appreciation of the physical, expressive and technical skills required for effective dance performance
- competence and confidence in a variety of performance skills
- their interest in and enthusiasm for the subject, including developing an interest in further study and careers associated with the subject.

Career Opportunities and Future Study

- Performer
- Choreographer
- Dance Admin Assistant/Manager
- Educational Dance Artist
- Teacher
- Dance Therapist
- Dance Critic
- Theatre Company
- Musical Theatre dancer

Assessment

Unit 1 – Investigating Practitioners' Work (Externally Assessed)

Understanding our modern choreographers, who they are, how they work, their style, influences, how they choreograph. Watching live performances of their work will be essential for this unit.

Unit 2 – Developing Skills for Live Performance

Understanding your role as a dancer and becoming a professional dancer through the recreation of existing material.

Unit 3 – Group Performance Workshop (Externally Assessed)

Explore and integrate creative, physical and expressive skills whilst expanding on techniques working collaboratively to create a performance in response to a given stimulus.

Unit 12 – Contemporary Dance Technique

Through a thorough, nurturing and creative environment you will have a rigorous rehearsal schedule where you will explore a variety of dance styles, practitioners and genres. This will result in numerous live performances in and out of school. You will develop your own choreographic style understanding the importance of your choreography in the world today. Your life skills will improve tenfold as you become a confident, creative, responsible, physical, communicator who can lead large groups and at other times become the team player who is attentive, resilient and extremely hard working.

Entry Criteria

GCSE Maths and English = Grade 4 or above

GCSE Dance = Grade 4 or above

Any additional dance qualifications ISTD/RAD/BBO would be an advantage.

Certificate in Financial Studies

London Institute of Banking & Finance

Qualification Aims and Objectives

The course encourages students to become responsible borrowers and sensible savers, and to appreciate the need for financial planning throughout their life. It prepares them for further study by developing the core skills of critical analysis and evaluation, verbal communication (through classroom discussion) and written communication.

Students to Develop:

An appreciation of why money is important

A healthy attitude towards saving and borrowing

A detailed understanding of the different types of saving and borrowing appropriate at different life stages.

Discussion skills around the moral and ethical issues surrounding borrowing and lending

Career Opportunities and Future Study

Transferable skills are valuable for further study in unrelated disciplines. The course supports students in making informed decisions about the value of personal, employment and study options. The course is highly valued by HE institutions. Learners commonly go on to study or work in accounting, finance and banking.

Assessment

Unit 1: Financial Capability for the Immediate and Short Term

Part A: Multiple choice (online or paper-based)

Part B: Paper based examination

Unit 2: Financial Capability for the Medium and Long Term

Part A: Multiple choice (online or paper-based)

Part B: Paper based examination

Units are equally weighted

Entry Criteria

Five or more GCSE Grades 9-4

Business

Qualification Aims and Objectives

Students to develop:

An over-arching appreciation of the central role that businesses play in modern society and an appreciation of the main internal functions of marketing, finance, human resources and operations

Confidence in research methods and their application in the real world

A deep understanding of interdependence between business, individuals and government

Intrapersonal skills of communication, working collaboratively, negotiation and self-presentation

Cognitive and problem-solving skills – use critical thinking and creative skills to solve problems.

Career opportunities and future study

- Marketing
- Administration
- Finance
- Events Management
- Human Resources
- Junior management positions in most industries

Assessment

- Unit 1: Exploring Business (internally assessed)
- Unit 2: Developing a Marketing Campaign (externally assessed)
- Unit 3: Personal and Business Finance (externally assessed)
- Unit 4: Managing an Event (internally assessed)
- Unit 5: International Business (internally assessed)
- Unit 6: Principles of Management (externally assessed)
- Unit 8: Recruitment and Selection Process
- Unit 14: Investigating Customer Service

Entry Criteria

GCSE English = Grade 4 or above

GCSE Maths = Grade 5 or above. If studying GCSE

Business = Grade C or above. If studying BTEC in

any subject = Grade M or above

Health & Social Care

Qualification Aims and Objectives

The content of this qualification has been designed to ensure it supports progression towards higher study. In addition, employers and professional bodies have been involved in order to confirm that the content is also appropriate for those interested in working in the sector.

The Pearson BTEC Level 3 National Diploma in Health and Social Care accounts for two-thirds of a two-year, full-time study programme for learners who are intending to go onto further study in a related sector. It is intended as an Applied General qualification, and is equivalent in size to two A Levels. The qualification supports access to a range of higher education courses, in health and social care disciplines, if taken alongside further Level 3 qualifications.

Assessment

Unit 1: Human Lifespan Development - examination

Unit 2: Working in Health and Social Care - examination

Unit 4: Enquiries into Current Research in - examination

Unit 5 Meeting Individual Care and Support Needs - coursework

Unit 7: Promoting Public Health - coursework

Unit 8: Principles of Safe Practice in Health and Social Care - coursework

*Plus an additional 2 optional units to complete as well.

Possible Careers and Further Study

- This qualification is generally taken alongside other qualifications as part of a 2-year programme of learning.
- This will enable learners to progress to a degree programme chosen from a range of
- programmes in the health and social care sector.
- The qualification is intended to carry UCAS points and is recognised by higher education institutions as contributing to meeting admission requirements to many relevant courses.

It can be taken alongside, for example:

- an A Level in Biology, which could lead to a BSc (Hons) in Nursing or Midwifery
- a BTEC Certificate in Sport, which could lead to a BSc (Hons) in Physiotherapy

Entry Criteria

GCSE Maths = Grade 4 or above

GCSE English = Grade 4 or above and GCSE

GCSE Combined Science Grade 44 or above or

two of GCSE Biology, GCSE Chemistry, GCSE

Physics at Grade 4 or above Merit at Level 2

BTECH HSC.

Extended Project Qualification

Qualification Aims and Objectives

The Extended Project offers the opportunity for learners to:

- Extend their knowledge and understanding of a specific topic
- Develop as critical, independent, self-evaluative learners by improving and reviewing their own learning and performance
- Develop their communication and presentation skills
- Demonstrate initiative, creativity and flexibility in responding to challenges and in applying new technologies, where appropriate
- Support their personal aspirations for higher education and employment

Career Opportunities and Future Study

This qualification shows universities and future employees that the learner is able to successfully work independently, therefore it can be used for any chosen career pathway.

Assessment

Learners are expected to present evidence of their work for assessment through the completed Extended Project File. This should demonstrate the learner's:

- Choice of project topic and title, rationale and a significant contribution to the nature and context of the design of their Extended Project
- Planning, research and management of their project
- Skills in decision-making, problem-solving and working with others
- Ability to use new technologies, where appropriate
- Initiative and critical thinking in selecting, analysing, evaluating and synthesising information/data
- Ability to complete an individual task or a defined task within a group project
- Communication and presentation skills
- Evaluation of own learning and performance.

Entry Criteria

5 GCSE's 9 – 4

Grade 4 or above in GCSE English Language and GCSE Maths