



# WELCOME TO TRINITY 6TH FORM



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Dr. C Wilson  
Executive Headteacher

## THE NEXT STEPS TO YOUR FUTURE

We are very proud of our 6th form; our results each year are excellent and always in the top 25% of schools nationally.

Our students achieve exceptionally well, strong results mean that all students who apply to university are successful in their first choices. Those students who prefer to move straight into the world of work gain higher level apprenticeships or full time employment.

These successes are a result of the hard work and dedication of our students, closely supported by our staff.

Our 6th form block provides a perfect environment for study. Excellent teaching and support and guidance for every individual, whatever your pathway, ensures you can be the very best. We expect our 6th formers not just to be part of our school community, but to take the lead within it.

The next two years are about a partnership between you and the school, working together to achieve your goals. Mr Watkins, our Head of 6th form and all our staff work closely to ensure you are given the widest range of challenges and opportunities, and to ensure you are fully involved in your own learning.

Life in our 6th form is about seizing opportunities, relishing challenges and developing skills. When you choose to continue your education here with us you do so in an environment which values the individual whilst encouraging teamwork and working together to achieve success. We want you to choose Trinity 6th form to continue your educational journey with us.

A handwritten signature in black ink, appearing to read 'C Wilson'.

Dr. C Wilson  
Executive Headteacher



## A MESSAGE FROM OUR HEAD OF 6TH FORM

If you wish to make the most of your education then Trinity 6th form will give you the opportunity and facilities to match your ambition. The philosophy behind 6th form Studies at Trinity School is centred around students being given the best possible chance of ensuring that they will remain competitive in the ever changing world of work and university applications in a high performing environment.



**Mr R Watkins**  
Head of 6th form

At Trinity, our success is a result of a dedicated team of 6th form teachers. Coupled with this, tutors work tirelessly to ensure that students maximise their academic and personal potential. We pride ourselves on small teaching groups so that you can get the most out of your subjects. We are able to say that all our students who applied to University were accepted onto courses last year.

However, at Trinity we not only pride ourselves on delivering academic success but we also strive to ensure that you get the best support to develop as an individual. We run a comprehensive Personal, Social and Health Education (PSHE) programme throughout Years 12 and 13 to help give you the skills that you will need when you leave education.

An integral component of Trinity's high performance is its strong House system. This is continued in the 6th form where our students are expected to act as role models to the rest of their House and the school in general. As such, we are looking for people who are committed

and conscientious and not afraid to take the lead to make things happen. Don't worry if you are not quite there yet, we will help and guide you to achieve these qualities. Trinity 6th formers are expected to be proactive and to be the driving forces behind the House competitions as well as being role models for our younger students.

Here at Trinity we take great pride in helping students make progress beyond their GCSE grades but we also care about getting the little things right. Your interaction with the people around you in society is what marks you out as a person and it is our goal to ensure that, regardless of academic ability, you will leave here with the skills to be a valued, caring member of your community.

So, let me welcome you to 6th form at Trinity. A place where you are expected to work hard but to enjoy yourself while doing it. I look forward to receiving your application and to discussing your options with you.

*Rhodri Watkins*

## 6TH FORM STUDY PATHWAYS

We have a variety of pathways for students to choose from, depending on what would suit you best. Each pathway has a slightly different entry requirement so please check carefully as you may not be able to take your preferred pathway if you do not have the required grades. All students will need to have excellent attendance which the school determines to be 95% and above.

### Entrance criteria:

As a minimum requirement for 6th Form entry, students must achieve grade 4s in at least five GCSEs. Students wishing to study BTEC Qualifications will need grade 4s in the facilitating subjects. Students wishing to study A-levels will need grade 5s in the facilitating subjects.

### HOW TO APPLY

If you decide to apply to our 6th form you will need to complete an application form which is available from the 6th form office or on the school website. All applications will need to be handed to Mr Watkins or main reception by Friday 13th January 2023.

### SUPPORT AND GUIDANCE

As we are one of the smaller 6th forms in the Newbury area, the quality of support and guidance in our 6th form is excellent. The 6th form team know each student as an individual and through a superb tutoring network can provide a tailored package of support and guidance. Tracking and monitoring of students at both the pastoral and academic level is thorough and frequent.

Our intervention programme allows the team to offer support and mentoring for students exactly when needed. In addition to providing support in house, we work with a number of outside agencies and organisations to provide targeted help for students.

On joining the 6th form you are allocated a 6th form Tutor who is there to help you make progress and plan for your future beyond Trinity 6th form. Our Tutor team has been chosen as they have vast experience in preparing students for higher education and giving personal support in a wide range of areas. Our PSHE and tutorial programme adds value to students' experiences and provides excellent preparation for adult life.

## HEAD STUDENTS



**Samantha Bishop**  
Deputy Head Student

**Eleanor Hopkins-McQuillan**  
Head Student

**Finnley Dove**  
Head Student

**Kirsty Hayman**  
Deputy Head Student

### WHAT'S EXPECTED?

Students are expected to be on time and attend school all day, every day. The day for 6th Form students runs from 8.35am to 4.10pm.

Your Tutor will be the most important person you work with on a regular basis, therefore communication between you and your parents to your Tutor is essential. 6th form students are expected to complete all independent study on time and in line with their Target Minimum Grades. If you are finding a subject difficult, you must speak to your teacher and your Tutor to get support. As a 6th form student you will set the highest standard for all other students to aspire to; your behaviour around the school site will be exemplary, leading by example in all areas. The dress code for 6th form is clear in that all students are expected to wear clothing appropriate for an office environment.

### PARENTAL CONTACT

We encourage our students to develop their independence and ability to make their own decisions but we also recognise the crucial role parents play. Parents will receive regular reviews of

their son's or daughter's progress through a reporting system that comments upon attainment, effort and achievement as well as Parents' Evenings. We also welcome and encourage more regular contact from parents outside of the calendar events.

### ENRICHMENT OPPORTUNITIES

#### Work Experience

We actively encourage all of our students to participate in work experience, as it is an extremely valuable and worthwhile experience. As a result of this all students have the opportunity to participate in a one week long work placement at the end of the academic year. This placement is arranged by the students and must be directly linked to their potential future career or subject of interest to ensure that it is an opportunity for them to gain relevant work related experience.

### RECREATIONAL PE

PE for everyone in the 6th form is timetabled for one hour per week. Students are able to take part in a wide range of activities, including the opportunity for team games.

### SPECIAL EDUCATIONAL NEEDS IN POST 16 EDUCATION

Trinity School is firmly committed to the inclusion of all students in both the academic and social aspects of education, and this extends to our Post 16 Provision. Students in our 6th form will find that they continue to have their learning needs supported, but in a way which promotes their independence in preparation for either the working world or further education. Support and guidance will be offered at all stages, and those students who require additional help will be able to access support through the school's Learning Support Unit.

**For further information please contact Mrs Kemp on 01635 510500.**



## HEADS OF HOUSE - PHOENIX - "GREEN FOR GLORY"

**"Our vision is to work as a team to be the best that we can, showing respect, enthusiasm and spirit in everything we do. We aim to be role models of success and ambition."**

Part of being in Phoenix House are the rewards it brings; not only to the students but the tutors as well. As a House team, we take the philosophy that we are a team of people aiming for the same goal; that being 'The Winning House' rather than a group of individuals with differing agendas. The great thing about being a 6th form Phoenix student is that the majority, if not all, have been together in the best House since the tender age of 11. Phoenix 6th formers are privileged to have a strong team of tutors behind them that pass on their own wisdom and experiences, allowing these excellent students all of the opportunities that they need to succeed past Trinity. As a student in Phoenix at Key Stage 5 you can expect to take a more leading role in the overall running of house events such as 'House Performing Arts'.

Some of the things that make me proud as the Head of Phoenix is seeing how the younger students look up to the 6th formers and how the 6th formers whatever the circumstance offers their own wisdom and experiences to these

younger students. As a House Captain or indeed a Senior Prefect, an opportunity offered at the end of Year 12 going in to Year 13 there is further opportunity to show their trait.

As the Head of Phoenix, I have had the privileged opportunity to see many successes for Phoenix House, which, if it were not for the 6th form would not have happened. Notable successes include winning House Performing Arts, seeing Phoenix students on the head students team and seeing more and more succeed post Trinity.

Having the opportunity to not only see the students perform in front of their peers and parents but seeing how well the Key Stage 5 students lead their younger counterparts during House Performing Arts make me feel very proud to say that they are 'one of mine'. The time and dedication that is given over, is testament to the type of 6th former that we have in Phoenix.

If you choose to stay at Trinity beyond Year 11, you can expect to take on one of the leading roles alluded to above. Not only that but you can expect to

continue working as a team, show enthusiasm in everything that you do and aspiring to be one of the many leaders within the house; there is room for all types- whether that be the heroic Thor, the genius that is Bruce Banner, aka the Incredible Hulk or the Marvellous Spider Man.

Remember also that 6th form students, like the Trotters are loyal to their family, like Captain Haddock when he set off into space, they will tackle the opportunities that are ahead and finally, and in the words of George Mcfly, they can accomplish anything.

**Mr. Collett**  
Head of Phoenix House

**"OUR VISION IS TO WORK AS A TEAM AND BE THE BEST WE CAN BE, SHOWING RESPECT AND SPIRIT IN EVERYTHING WE DO. WE AIM TO BE CLEAR ROLE MODELS OF SUCCESS FOR THE YOUNGER STUDENTS"**

Eden Ching



## HEADS OF HOUSE - GRIFFIN - "BELIEVE, ACHIEVE, BE GRIFFIN"

**"All Griffin students should aim to be happy, confident, fulfilled, well-rounded functional members of our Global society – and just generally be NICE people!"**

Griffin 6th formers can expect to excel in all areas of scholastic life here at Trinity including not only academic success but also in their commitment to and involvement in the wider extracurricular programme, which is key to standing out on Personal Statements. We enjoy a healthy rivalry with the other houses and always aim to work as a collective to achieve our common goal of winning or hopefully defending the House Cup.

Griffin students embarking on their 6th form journey will be accompanied and supported by their 6th form tutors. The dedicated 6th form tutors are highly experienced and are able to anticipate periods of high pressure for the students and will support them in any way possible to ensure they achieve their potential. 6th form students coming into Griffin should be prepared to take on roles of responsibility that can develop their leadership skills and look good on a personal statement or reference.

Griffin House has an established House Council which is led by the Griffin House Captains. The House Captains have a significant amount of responsibility and are crucial in the ongoing development of our House Identity. Senior prefect roles also exist for anyone wanting leadership experience their role may involve the running and organisation of House Events such as House Speeches (2022 Winners) and Sports Day (Reigning champions). You may even take up the opportunity of becoming an ambassador in one of our many school initiatives including the anti-bullying and health initiatives.

Generally, you can identify a Griffin 6th form student by their selflessness and thoughtfulness. They respond well to challenge, accept that failure sometimes leads to great learning experiences and never quit until the job is done. They are encouraged to carry themselves with integrity always remembering that their words should be backed up with positive actions. Griffin

6th formers will acknowledge the importance of their higher education and strive to achieve their full potential enabling them to continue on their journey to their desired career.

**Miss Dickinson**  
Head of Griffin House

**"GRIFFIN HOUSE MEANS WE ALWAYS GET THE SUPPORT WE NEED; WE BELIEVE IN EACH OTHER AND AIM TO ACHIEVE COLLECTIVELY. THE SENSE OF BELONGING IN OUR HOUSE IS UNMATCHED. WE ARE PROUD TO BE GRIFFIN MEMBERS AND WE ARE SUPPORTED THROUGH EVERY ASPECT OF OUR TRINITY JOURNEY."**

Zahra Smith



## HEADS OF HOUSE - DRAGON - "TOGETHER WE CAN"

### What does it mean to be part of Dragon House?

We are all unique. We all have our own dreams, hopes and goals. Our passions can be shared but our drive to succeed is self-motivated, and often our ability to reach our aims is governed by how much we are willing to continue pushing forward even when obstacles and challenges seem insurmountable.

Being a member of Dragon House means you are not alone. Our motto says, "Together We Can". By supporting one another, lending a helping hand and sharing words of encouragement, we guide one another to be the best possible versions of ourselves!

Dragon House students are **Determined, Resilient, Ambitious, Generous, Organised** and they **Never, never, never** give up. Of course, we want to be the winning House (as we were last year) but being a Dragon House student is more than just that – it is about having the values and the beliefs that, no matter what, we will succeed.

Dragon House Sixth Formers play a vital and significant part in shaping the House ethos. You are the role models

the younger students in Dragon House (and the whole of Trinity school) admire and to aspire to be. Taking a lead in running House events encouraging students from Year 7 to Year 11 to not only take part but commit fully to achieving all they can, whether that is House Media, House Performing Arts or inter-House sporting events. In addition, the role of mentor for some of the younger students is pivotal in allowing them to achieve to their full potential, sharing your experience with them and supporting them through their first few years at Trinity. Whatever events are taking place, however you are involved, whether as Ambassadors or House Captains, Dragon House Sixth Form students will be leading the way and leading others across the whole school.

The Dragon House Sixth Form team of tutors is superb, encouraging you in school, as you develop your skills in your chosen area and subjects, helping you to flourish as you move through Sixth Form and being there to support you as you look for your next steps beyond Sixth Form and Trinity School, to employment, further

training or university.

There are many success stories from students within Dragon House, each of which make us feel proud to be part of such a family. The way all Dragon House Sixth Formers conduct themselves, their willingness to work hard, their dedication and motivation to succeed no matter what, makes a Dragon House Sixth Former a real success.

**Mr. Clelland**  
Head of Dragon House

**"TOGETHER WE CAN' - BEING PART OF DRAGON HOUSE CONTINUES TO BE AN IMPORTANT PART OF SCHOOL LIFE. WE ARE ABLE TO BE ROLE MODELS FOR THE YOUNGER STUDENTS AND BE LEADERS FOR EXCITING EVENTS IN THE SCHOOL CALENDAR, LIKE HOUSE PERFORMING ARTS."**

Emily Byway (House Captain)



## HEADS OF HOUSE - PEGASUS - "RISE ABOVE"

**"There is no goal too big for Pegasus students! We strive for excellence in everything we do. Pegasus students are undoubtedly selfless, kind and conduct themselves with integrity."**

I am extremely excited to present to you, the new Pegasus House at Trinity School! This House was established in 2022 and as of September, we will see the first set of Year 12 students officially joining the Pegasus family. There has been a real buzz around the school since the launch of Pegasus House, and so many 6th formers have taken this exciting opportunity to join me in building a new legacy at Trinity School

Our Pegasus 6th formers are extremely hard working, who shine not only academically, but also through their relentless participation in House events. Participation and community spirit is integral to the Pegasus House which prides itself on having real commitment in trying to win the House Cup in our first year! Compassion is also a core part of our ethos, and our 6th formers demonstrate this impeccably each and every day, by being positive and active role models for the younger students in the House. I am inspired by their

continual acts of kindness.

As Trinity 6th formers, you can expect to take a more senior role in leading the Pegasus House to success, by facilitating and leading our House events that take place throughout the year. The House Council is led by two Pegasus House Captains who are integral in developing our House Identity. There are a variety of opportunities to make a difference such as, becoming an Anti-Bullying Ambassador, Youth Health Champion or a senior prefect.

We are incredibly lucky to have such a fantastic and energetic set of tutors in the Pegasus family. As Head of Pegasus House, I am truly proud to see the positive relationships between staff and students. I know that each student feels cared for and nurtured during each stage of their 6th form journey. I feel these traits are what sets Pegasus students on the path to success..

**Miss Pacheco**  
Head of Griffin House

**"I AM PROUD TO BE PART OF THIS NEW CHAPTER AT TRINITY. AS A PEGASUS FAMILY, WE TRY TO BE THE BEST VERSION OF OURSELVES, THE CHANGE WE WANT TO SEE."**

Ellen Moore



# ENGLISH LITERATURE

## A LEVEL

### WHERE WILL A LEVEL ENGLISH LITERATURE TAKE YOU?

An A Level in English Literature can set you on a path to most careers, because it not only develops your study of English, but gives you a wealth of transferable skills: communication; accurate and mature written expression; detailed analysis; good skills in assessing character; situations and motivations; creative thinking skills; evaluation and weighing up possible interpretations; managing workload and being able to process texts quickly and accurately. Popular career paths after studying English Literature are: writer, journalist, teacher, lecturer, law, publishing, politics, advertising/PR, performing arts, administrator and human resources.

**“I LOVE THE DEPTH OF THE SYMBOLISM AND CHARACTERS IN THE LITERATURE A LEVEL - THERE IS A REAL SATISFACTION FROM THE DEBATES WE HAVE AROUND CHARACTER MOTIVATION AND WRITER’S OBSERVATIONS OF HUMAN EXPERIENCE AND PSYCHOLOGY”**

Talitha Higgs

### WHY STUDY A LEVEL ENGLISH LITERATURE?

We hope students choose Literature based on a love of reading texts that have shaped literature over the years – it is something that will stay with students for all the years to come. Literature is a well-respected A Level, recognised for its challenge and depth by all universities. Many students go on to study English or English based subjects at university; the skills learnt in the A Level Literature classroom are irrefutably important in any walk of life.

### COURSE CONTENT AND ASSESSMENT DETAILS

The course we study at A Level is AQA English Literature specification B, which is made up of two exams and a coursework style unit (NEA).

The aim is to complete first reading and interpretation of all course content during Year 12, allowing Year 13 time for further in depth study and revision with focus on exam techniques to support students in preparing for the formal examinations. The exam board emphasise the importance of student voice and independent argument, so debate and discussion are central to A Level lessons.

#### Component 1 ‘Literary Genres’ (40%)

Students will study Tragedy texts including Shakespeare’s Othello, Arthur Miller’s Death of a Salesman and a selection of poetry by John Keats. The exam paper is closed text and students will be supported in selecting and learning quotations to support their interpretations and ideas. This unit encourages students to explore concepts of tragedy and text in performance.

#### Component 2 ‘Texts and Genres’ (40%)

Students will study ‘Elements of Crime Writing’. Students will study the classic ‘whodunnit’ by Agatha Christie The Murder of Roger Ackroyd and the award winning crime novel by Kate Atkinson, When Will There Be Good News? This also includes a range of poetry by Oscar Wilde, Robert Browning and George Crabbe. There will be an expectation to be able to analyse an unseen passage in this exam based on students’ knowledge of the wider genre so a wider reading list is provided.

This has proved a popular topic and lively debate about morality, social causes and implications of crime, historical and political concepts of justice and concepts of punishment enrich student thinking beyond the curriculum. Students have found this complements similar fields of study in Psychology and Sociology.

#### Component 3 ‘Literary Theory’ (20%)

The third component is a Non-Exam Assessment (NEA) based on literary theory, which aims to develop independence in reading and thinking. Here students will study a poetry and a prose text, informed by the study of the Critical Anthology and students will complete a portfolio of two essays. One of these essays can be re-creative, which will be accompanied by a commentary. The requirement for this work to be independent is significant and students will be supported in choosing texts that are varied and of personal interest to them. This is an excellent opportunity for students to experience independence study skills in preparation for University/further study in any discipline.



# ENGLISH LANGUAGE

## A LEVEL



### WHY STUDY A LEVEL ENGLISH LANGUAGE?

The course enables students to build on the skills developed at GCSE, by engaging creatively and critically with a wide range of texts as well as introducing students to a wealth of new technical and grammatical understanding. You'll use exciting and relevant text and data-based sources that enable you to look at how language works in the real world and its impact.

### COURSE CONTENT AND ASSESSMENT DETAILS

#### NON-EXAMINED-ASSESSMENT

20% of the A Level is coursework-style assessment which provides opportunities for students to pursue their own areas of interest through a Language investigation and develop personal and independent learning skills. In addition, there is a piece of original writing which encourages students to develop their own sense of style and creativity.

In addition, there are 2 external exams, comprising 40% of the total A Level each:

#### PAPER 1 'EXPLORING LANGUAGE'

##### Section A 'Language Under the Microscope'

The focus of this section is on the effect of lexical choices and grammatical features in a short written text. Students are asked to micro-analyse a short text with a discreet focus on parts of language. The terminology required for this question covers parts of the mark scheme across all other questions.

##### Section B 'Writing about a topical language issue'

This section focuses on an issue or concept related to language in use. Engaging with a variety of texts and contexts in Section A will help to prepare learners to emulate these styles in this section. This section assesses students on their creative writing, as well as understanding of concepts across Language study.

##### Section C 'Comparing and contrasting texts'

Building on Section A, learners will also be expected to show knowledge and understanding of how language levels can be applied to a range of contexts for language use, including: geographical, social and individual varieties of English; aspects of language and identity.

#### PAPER 2 'DIMENSIONS OF LINGUISTIC VARIATION'

##### Section A 'Child Language Acquisition'

The focus of this section is on children's acquisition of spoken language. Students are expected to write a discursive essay on children's language development, with a choice of two questions where the data provided will focus on spoken, written or multimodal language.

##### Section B 'Language in the Media'

This section is synoptic and will require learners to draw together their understanding of these different language concepts and issues, alongside the contextual aspects of a media text, in order to effectively analyse and evaluate language use in media texts.

##### Section C 'Language Change'

The focus of this section is on the analysis of historical varieties of English. The analysis will be based on drawing connections and comparisons between two texts from different times. Students will study the ways that the English language has developed and changed over time, including methodologies for the study of language change.

### WHERE WILL A LEVEL ENGLISH LANGUAGE TAKE YOU?

The variety of assessment styles used, such as data analysis, discursive essays, original writing and research-based investigative writing, allows students to develop a wide range of skills. These include critical reading, data analysis, evaluation, which are invaluable for both further study and future employment. The course demonstrates that you have an ability to think quickly, write cogently and are adept in your ability to evaluate the use of grammar.

**"A LEVEL LANGUAGE IS FASCINATING - WE REALLY LOOK AT HOW LANGUAGE INFLUENCES THE WAY WE VIEW THE WORLD AND THE WAY LANGUAGE CONTRIBUTES TO CULTURE. THE PRECISE TECHNICAL NATURE OF A LEVEL LANGUAGE IS A GREAT CHALLENGE!"**

Alba Rio Rodriguez



# MATHEMATICS

## A LEVEL



### WHERE WILL MATHEMATICS TAKE YOU?

Studying A Level Mathematics can take you to the moon and back, literally in some cases. It is arguably the most versatile subject that you could choose for A Level and can lead to many careers, the most traditional of which are Engineering, Accountancy, Banking, Statistics, Teaching and Medicine. However, mathematical qualifications are highly sort after by all employees and will enhance any C.V.

### WHY STUDY MATHEMATICS?

Studying A Level Mathematics provides students with the tools needed to make sense of the number world that surrounds us. It empowers students with the ability to predict events in the future and is the first step onto a path towards some of the most interesting and highly paid jobs.

### COURSE CONTENT AND ASSESSMENT DETAILS

The A Level Mathematics course comprises of three compulsory units, two of which cover Pure Mathematics content and the third covering Applied Mathematics content of both Mechanics and Statistics. Each unit will be assessed in the students' final year of study by a written external examination, each of which is 2 hours in length.

Unit Title	How is the unit examined	The weighting of each unit
Unit 1: Pure Mathematics 1	Written examination: 2 hours	33.33% of total grade
Unit 2: Pure Mathematics 2	Written examination: 2 hours	33.33% of total grade
Unit 3: Statistics & Mechanics	Written examination: 2 hours	33.33% of total grade

The Pure Mathematics units include a range of content which builds on the knowledge the students learnt at GCSE level. This includes proof, algebra and functions, coordinate geometry, sequences and series, trigonometry, exponentials and logarithms, differentiation, integration and numerical methods. The Applied Mathematics unit challenges students by applying their mathematical knowledge in the areas of statistics and mechanics. This unit is where students will discover the power of Mathematics and how it can be used in practice. The content compliments subjects such as Physics, Chemistry, Biology, Psychology, Sociology, Geography and Business Studies.

**“I CHOSE MATHS AS I GAIN AN IMMENSE SENSE OF ACHIEVEMENT WHEN I SOLVE A DIFFICULT PROBLEM. IT IS CHALLENGING BUT VERY SATISFYING.”**

Finnley Dove



# FURTHER MATHEMATICS A LEVEL



## WHY STUDY FURTHER MATHEMATICS?

Further Mathematics is an overwhelmingly enjoyable, rewarding and stimulating course. For those that enjoy Mathematics it provides a chance to explore new, challenging and sophisticated mathematical concepts. It makes the transition from 6th form to mathematically rich courses at university easier and those that choose the subject commonly say it is their favourite subject.

## COURSE CONTENT AND ASSESSMENT DETAILS

The A Level Further Mathematics course comprises of four units. These units are two compulsory Core Pure units and two option units that can be chosen from the four branches of Further Mathematics: Further Pure; Further Statistics; Further Mechanics and Decision Mathematics. Each unit will be assessed in the students' final year of study, and this will be done in each case by a written external examination 1 hour and 30 minutes in length. Each of these units will contribute an equal share of 25% to the students' final grade.

Compulsory Units		
Unit Title	How is the unit examined	The weighting of each unit
Core Pure Mathematics 1	Written examination: 1 hours 30 mins	25% of total grade
Core Pure Mathematics 2	Written examination: 1 hours 30 mins	25% of total grade

Optional Units (2 Choices)		
Unit Title	How is the unit examined	The weighting of each unit
Further Pure Mathematics 1	Written examination: 1 hours 30 mins	25% of total grade
Further Pure mathematics 2	Written examination: 1 hours 30 mins	25% of total grade
Further Statistics 1	Written examination: 1 hours 30 mins	25% of total grade
*Further Statistics 2	Written examination: 1 hours 30 mins	25% of total grade
Further Mechanics 1	Written examination: 1 hours 30 mins	25% of total grade
*Further Mechanics 2	Written examination: 1 hours 30 mins	25% of total grade
Decision Mathematics 1	Written examination: 1 hours 30 mins	25% of total grade
*Decision Mathematics 2	Written examination: 1 hours 30 mins	25% of total grade

\*These units can only be chosen if the second option is the same branch of mathematics.

## WHERE WILL FURTHER MATHEMATICS TAKE YOU?

Studying Further Mathematics at A Level is a life changing qualification. It opens doors to careers only limited to the mathematical elite, including Computer Programming, Scientific Research, Trading and Insurance. The course enhances students' ability in all mathematically rich subjects. Traditionally students that choose to study Further Mathematics achieve extremely high levels of success in all their A Levels and go on to attend the top universities in the country.

**“FURTHER MATHS ALLOWS US TO EXPLORE MORE CHALLENGING AND INTERESTING MATHS. IT EXTENDS WHAT YOU DO AT MATHS A LEVEL AND WILL OPEN A LOT OF DOORS TO MATHEMATICAL CAREERS IN THE FUTURE.”**

Tyler Velvick



# CORE MATHEMATICS

## AS LEVEL 3



**WHERE WILL CORE MATHEMATICS TAKE YOU?**

The skills developed in the continued study of Mathematics are increasingly important in the workplace and in higher education. Most students who study Mathematics after GCSE improve their career choices and increase their earning potential. According to research, many students arrive at university with unrealistic expectations of the mathematical and statistical demands of their subjects and the Core Mathematics qualification has been introduced to address this.

### WHY STUDY CORE MATHEMATICS?

Core Mathematics builds on GCSE Mathematics, with a particular focus on problem solving skills. Students will consider and tackle Mathematics in meaningful contexts, including financial applications and statistical ideas. These can help with other A Level subjects, including Geography, Business Studies, Economics and Psychology. The course is ideal for students who wish to continue to develop their mathematical skills but not study the A Level course.

### COURSE CONTENT AND ASSESSMENT DETAILS

The Level 3 Core Mathematics qualification is considered equivalent to an AS level qualification and can be chosen as a fourth option to support your other subjects. Students are assessed by 2 written papers of equal length and weighting. Paper 1 develops ideas studied at GCSE across four areas; statistics, personal finance, using mathematical models and critical analysis of data. Paper 2 has three options looking in greater depth at statistics, graphical techniques or critical path and risk analysis. All papers use real world scenarios in teaching and assessment.

Compulsory Paper		
Paper 1	How is the unit examined	The weighting of each unit
Analysis of data	Written examination: 1 hours 30 mins	50% of total grade
Maths for personal finance		
Estimation		
Critical analysis of given data and models		

Optional Paper (1 Choice)		
Optional Paper (1 Choice)	How is the unit examined	The weighting of each unit
Statistical Techniques	Written examination: 1 hours 30 mins	50% of total grade
or		
Critical Path and Risk Analysis		
or		
Graphical Techniques		

**“CORE MATHS IS A GREAT SUBJECT BECAUSE IT REALLY SUPPORTS MY OTHER SUBJECTS THAT REQUIRE MATHEMATICAL SKILLS. I REALLY ENJOY APPLYING MY MATHS KNOWLEDGE TO REAL-LIFE SITUATIONS AND I FIND THIS IS PARTICULARLY BENEFICIAL IN MY COMPUTING LESSONS.”**

Emily Byway

# INFORMATION TECHNOLOGY

## CAMBRIDGE TECHNICAL LEVEL 3



### WHY STUDY INFORMATION TECHNOLOGY?

Multiple pathways are available through this course depending on your area of interest. Students may choose to follow the "Software Development" or the "Emerging Digital Technology" pathways. Both of these require a high degree of motivation and a willingness to work consistently throughout both years of study. Some students may choose to extend the amount of units they complete for additional UCAS points. The qualification can be extended from 1 A Level equivalent to 1.5 and even 2 A Levels. Whichever pathway students take, much of the work is very practical in nature with students getting a wealth of hands on experience.

### COURSE CONTENT AND ASSESSMENT DETAILS

All students must complete two mandatory examinations. Both of which must be passed for a grade to be achieved overall. Paper 1 relates to the "Fundamentals of IT". It covers content including: hardware, types of computer system, connectivity methods, communication, application software, protocols, servers, ethics and work skills. Paper 2 is the "Global Information" examination. Students are going to be provided with a case study for a Business and will be expected to be able to think deeply about its current use of IT and how it could be improved.

The specific units that students choose to complete depends on the course pathway they choose. Students have the ability to choose from a range of coursework units depending on their own preference. Students can also substitute a coursework unit for an additional, optional examination in "Cyber-Security".

#### "Application Developer" Pathway – Coursework units include:

- Project Management
- Project Development
- Software Engineering for Business
- Web Design and Prototyping

#### "Emerging Digital Technology" Pathway – Coursework units include:

- Virtual and Augmented Reality
- Developing a Smarter Planet
- The Internet of Everything
- Computer Systems – Hardware
- Computer Systems – Software

### WHERE WILL INFORMATION TECHNOLOGY TAKE YOU?

This qualification is right for you if you want to continue your education through applied learning by developing your knowledge and understanding of the principles of IT and global information systems. Having the freedom to pick from a range of optional units allows you to tailor this course to fit your future aspirations – whether they are career based or related to further education.

**"I'VE ENJOYED HAVING THE FREEDOM TO CREATE MY OWN VISION OF A VIRTUAL REALITY GAME. I'VE LEARNED HOW THIS SOFTWARE COULD BECOME SUCCESSFUL IN THE BUSINESS WORLD. I ENJOY THE LESSON, THERE IS A GREAT ATMOSPHERE IN CLASS – EVERYONE WANTS TO BE THERE AND WORK HARD. I'M ENJOYING LEARNING ABOUT HOW AR AND VR ARE SHAPING THE GAMING AND EDUCATIONAL ENVIRONMENTS."**

Zara Culley





# COMPUTER SCIENCE

## A LEVEL



### WHERE WILL COMPUTER SCIENCE TAKE YOU?

This specification has been designed for students who wish to go on to higher education courses or employment where problem solving, logical thinking, technical understanding and creativity would be beneficial. Students can study Computer Science and go on to a career in Medicine, Law, Business, Politics or any type of Science. The “project” based approach is a vital component of “post-school” life, regardless of what you do afterwards.

### WHY STUDY COMPUTER SCIENCE?

Computer Science at A Level is a practical subject which gives students a chance to learn a lot more about “Computational Thinking” techniques such as abstraction, decomposition, logic, algorithms and data representation. Students will significantly develop their programming skills and they will have the freedom to create a complete piece of usable software for a real end user of their choice. This software will have a full graphical interface and will be built to fulfil a real end users requirements. This is an intensely innovative and creative subject that combines theoretical learning with invention and practical application.

### COURSE CONTENT AND ASSESSMENT DETAILS

Assessment Structure:

- \* Unit 1 – Computer Systems. This is the majority of the content of the specification and is assessed as a written paper recalling knowledge and understanding. In this component, students will learn about the internal workings of the CPU, the exchange of data, software development, data types and legal and ethical issues.
- \* Unit 2 – Algorithms and Programming. This relates to problem solving skills needed by learners to apply the knowledge and understanding from Unit 1 using Computational Thinking strategies.
- \* Unit 3 – Programming Project. A practical, portfolio based assessment with a task that is chosen by the student and approved by the teacher. Students will be expected to analyse, design, develop, evaluate and document a program that they have created in a suitable programming language.

“I’VE ENJOYED LEARNING ABOUT THE COMPONENTS OF A COMPUTER SYSTEM IN MUCH GREATER DEPTH THAN WE COULD IN GCSE. I HAVE ALREADY LEARNED A LOT MORE ABOUT WHAT THEY DO AND HOW THEY WORK. I’M LOOKING FORWARD TO DEVELOPING MY COURSEWORK AND DOING A SUBSTANTIAL AMOUNT OF CODING THIS YEAR.”

Ammiel Joseph

Compulsory Paper		
Unit Title	How is the unit examined	The weighting of each unit
Unit 1 Computer Systems	Written Examination: 2 hours and 30 minutes	40% of total A Level
Unit 2 Algorithms and Programming	Written Examination: 2 hours and 30 minutes	40% of total A Level
Unit 3 Programming Project	Non-exam assessment	20% of total A Level



# CHEMISTRY

## A LEVEL

### WHERE WILL CHEMISTRY TAKE YOU?

Students who study chemistry at A level have various career opportunities open to them. These may be within the field of chemistry e.g. research chemistry, pharmaceutical chemistry, analytical chemistry, biochemistry, environmental chemistry, medicinal chemistry, material science and chemical engineering, or they may be wider ranging than this and involve business, law, accountancy and sports science. Chemistry is also essential for those wishing to study medicine, dentistry and pharmacy.

### WHY STUDY CHEMISTRY?

Chemistry is an interesting subject requiring and developing a range of skills including mathematical, practical and logical reasoning skills. Qualifications in chemistry are highly valued and lead to a wide variety of careers. If you are undecided, more options are kept open by studying chemistry than many other subjects.

### COURSE CONTENT AND ASSESSMENT DETAILS

In the first year of the course, you will study the units 'Elements of Life', 'Developing Fuels', 'Elements from the Sea', 'The Ozone Story' and 'What's in a medicine'. In these topics, you will learn a range of skills, and learn about how the multi-billion pound industry of oil works; where all the elements in the universe came from; and produce your own samples of aspirin from willow bark. The topics are designed to give you a firm set of foundations from the fundamental principles of the 3 main branches of chemistry – organic, inorganic and physical chemistry. The course is taught in a way that will enable you to appreciate the applications of the chemistry you are learning, so that you can see where people use this work in real life.

In the second year of the course, you will build upon your foundations gained in year 12, and you will study 5 further units – 'The Chemical Industry', 'Polymers and Life', 'Oceans', 'Developing Metals' and 'Colour By Design'. In these topics, you will learn about the chemical composition of DNA, and how it works in the human body; how chemists can restore paintings that are thousands of years old – and be certain that they are using the same paints as the original artist; and how to design your own chemicals from various starting points. In year 13, you will sit 3 exams. Units 1 and 2 are worth 41%, and 37% respectively, of the A level, and are 135 minute papers. Unit 3 is a paper purely on practical skills, and is worth 22% of the A level. In addition to this, we will produce a report on your practical skills that you may also use for your CV. If you opt to take Chemistry, you must have at least a grade of 5,5 and have sat the higher paper for GCSE. It is strongly suggested that you take Core Maths or A Level Maths.

**“THE THEORY IS INTERESTING AND TAUGHT IN A PRACTICAL AND ENGAGING WAY. THE CLASSES ARE A GOOD SIZE AND EACH LESSON FEELS TAILORED TO OUR INDIVIDUAL NEEDS”**

Poppy Roberts



# PHYSICS

## A LEVEL



### WHY STUDY PHYSICS?

Have you ever heard the latest news about a new particle discovered at CERN and wondered why it might be relevant to you? Have you seen the latest pictures from space of black holes or distant galaxies and been amazed by their scale, beauty and mystery? If you have a passion for understanding how things work and enjoy scientific experiments and mathematics, then Physics is for you. Physics challenges our imagination with concepts such as relativity, nuclear fission and fusion, and time travel. These ideas can lead to great discoveries, like lasers and microchips, which lead to technologies that change our lives.

### COURSE CONTENT AND ASSESSMENT DETAILS

In Year 12, students cover topics on particles and radiation, quantum phenomena, waves and optics, materials, electricity and mechanics. Students learn about and discuss the inner-most workings of the atom, the story behind quarks and antimatter, and the idea of waves behaving as particles. The properties of waves and the diffraction, refraction and interference of light are studied. The behaviours of electric circuits and materials are investigated. In mechanics, students learn about the laws of forces and motion. The course is assessed internally at the end of the first year by two 90-minute mock papers, each worth 50% of the total marks. The papers test knowledge and understanding of theory as well as practical skills through multiple-choice questions, calculation problems, short written responses and some extended writing.

During their second year, learners will build on earlier work and study thermal physics and gases, nuclear physics, further mechanics, and gravitational, electric and magnetic fields. Topics include circular motion, vibration resonance, capacitors, electromagnetic induction and nuclear energy. In addition, a popular option choice is Astrophysics, covering telescopes, the life-cycle of stars and the origin of the universe! Final assessment is through three 2-hour papers, each worth a third of the total marks and of similar format to the Y12 exams. In addition, students work throughout the 2-year course towards a teacher-assessed endorsement of practical skills. If you opt to take Physics, you must have at least a grade of 5.5 and have sat the higher paper for GCSE. It is strongly suggested that you take A Level Maths.

### WHERE WILL PHYSICS TAKE YOU?

Physics is crucial to understanding the world around us, the world inside us and the world beyond us. A Physics student will possess excellent analytical, quantitative and problem-solving skills. The course will prepare you for a wide range of careers including anything from engineering, medicine or journalism to law, banking or teaching. Studying Physics doesn't restrict you to a science-based career; it simply opens the door to a world of possibilities.

**“I CHOSE A LEVEL PHYSICS BECAUSE IT’S SOMETHING I REALLY ENJOYED LEARNING IN GCSE. LEARNING ABOUT HOW THE WORLD WORKS IS FASCINATING AND FUN, ALTHOUGH QUITE CHALLENGING AS WELL! PHYSICS IS A GREAT COMBINATION OF SCIENCE AND MATHS AND THE SKILLS GAINED THROUGH THE COURSE CAN OPEN SO MANY DOORS POST-A LEVEL. ACHIEVING A GOOD GRADE IN PHYSICS CAN LEAD TO SPOTS AT TOP UNIVERSITIES AND APPRENTICESHIPS. THIS CAN BE IN A VARIETY OF VARYING SCIENCE FIELDS INCLUDING ENGINEERING, MATHS AND SPACE SCIENCE”**

Francisco Varela







# BIOLOGY

## A LEVEL

### WHERE WILL BIOLOGY TAKE YOU?

Biology can take you on many pathways which include professions such as medicine, dentistry, veterinary science, physiotherapy, pharmacy, optometry, nursing, zoology or forensic science. Biology is a very rewarding and challenging course which develops many of the skills essential for a successful career even outside of the science field. These include literacy, numeracy, social awareness and making connections between natural, social, economic, political and technological fields

### WHY STUDY BIOLOGY?

Biology is all around us. It involves the study of a wide range of exciting topics which range from biological molecules to the study of ecosystems; from microorganisms to DNA structure. Biology plays a huge part in making us more aware of our environment, how we have evolved, the spread of disease and how we survive by maintaining our own internal environment.

### COURSE CONTENT

In the first year of the course you will study units 1–4 (Biological Molecules; Cells, Viruses and Reproduction of Living Things; Classification and Biodiversity; Exchange and Transport). Then at the end of the year you will sit two exams where you will be tested on these topics. In year two of the course you will study units 5–10 in more detail and sit three exams at the end of the year. Topics 5–10 include: Energy for Biological Processes; Microbiology and Pathogens; Modern Genetics; Origins of Genetic Variation; Control Systems; Ecosystems. The exam papers include multiple-choice, short open-response, calculations, extended writing and data analysis. Each paper will also include questions that target understanding of experimental methods.

### ASSESSMENT DETAILS

As mentioned in the Course Content section, you will sit two exams in the first year. These are both internally assessed. In the second year, you will sit three exams. Two of which are 1 hr 45 minutes and are each worth 30% of the total qualification. The third exam is 40 % of the total qualification and is 2 hours and 30 minutes. In addition to your exams you will carry out and write up a series of required core practicals over the two year course. These will aid you in learning new practical skills, honing your scientific thinking, as well as improving your report writing. The practicals are varied and range from studying the local flora with quadrats to calculating rate of reaction using colorimeters. At the end of the course you will be given a 'practical endorsement' acknowledgement. If you opt to take Biology, you must have at least a grade of 5,5 and have sat the higher paper for GCSE. It is strongly suggested that you take Core Maths or A Level Maths.

**“A-LEVEL BIOLOGY IS A GREAT SUBJECT WHICH HAS PEAKED MY INTEREST IN HOW THE BODY WORKS. I’VE ESPECIALLY ENJOYED EXPLORING HOW BOTH THE KIDNEYS AND THE HEART FUNCTION WHICH WE HAVE DONE THROUGH BOTH THEORY AND DISSECTION.”**

Jessica Ballard





# GEOGRAPHY

## A LEVEL

### WHERE WILL GEOGRAPHY TAKE YOU?

Apart from the numerous fieldwork opportunities in A Level Geography (four trips over the two years, including a trip to Iceland!) Geography is all about gaining a wider understanding of the world outside the classroom. The practical, analytical approach which embodies Geography encompasses a wide range of skills and ways of learning which are highly sought after by both employers and universities alike. There are quite literally no limits to where Geography can take you in the future!

### WHY STUDY GEOGRAPHY?

Geography is a dynamic, engaging subject which goes far beyond (though still has a focus on!) where places are and what they are like. Geography links key ideas found in humanities and science subjects under the common umbrella of developing a deeper understanding of people and places, and the need to live in balance with an increasingly fragile and volatile environment – themes which are more important than ever in today's world.

### COURSE CONTENT AND ASSESSMENT DETAILS

#### Paper 1 – Physical Systems

1 hour and 45 minute paper on:

Glaciated Landscapes - a topic exploring glacial processes, features and landscapes. Our trip to North Wales puts this theory into practice as we explore the northern coastline and areas around Snowden.

Earth's Life Support Systems – The Water Cycle, The Carbon Cycle and Climate Change.

This paper includes a mix of short and longer mark answers, as well as geographical skills.

#### Paper 2 – Human Interactions

1 hour and 45 minute paper on:

Changing Spaces, Making Places – this topic gives students insight into how we imagine places differently and how they can change overtime. Our trip to Liverpool allows students to see how places such as the Albert Docks have changed in use throughout time.

Global Connections – Trade and Power and Borders are our two optional human topics. The aim behind these areas is to give students a much greater insight into the human processes occurring on a daily basis. Whether this be the flow of trillions of dollars around the world or how and why countries re-draw their borders.

This paper includes a mix of short and longer mark answers, as well as geographical skills.

#### Paper 3 – Geographical Debates

2 hour and 30 minute paper on Disease Dilemmas and Natural Hazards.

This paper challenges the students to think synoptically. They have to apply knowledge from the whole course in order to answer questions effectively. An example of this is the impact natural hazards have on creating new and existing places.

The exam largely focuses on longer mark answers, including two 33 mark essays.

#### Paper 4 – Non-Exam Assessed Investigation

Independent Investigation into any area of Geography on the specification 3,000–4,000 words; internally marked and externally moderated.

“I CHOSE A LEVEL GEOGRAPHY BECAUSE I FIND THE WAY LANDSCAPES ARE SHAPED OVER TIME REALLY INTERESTING. I REALLY ENJOY THE PHYSICAL ASPECT OF GEOGRAPHY AND LEARNING HOW LANDFORMS CAME TO BE THE WAY THEY ARE AND THE LITTLE, TINY PROCESSES THAT REPEAT OVER AND OVER ACROSS A LONG STRETCH OF TIME TO CREATE THE OVERALL ADDITION TO A LANDSCAPE. A LEVEL GEOGRAPHY ALLOWS ME TO SEE PLACES I VISIT IN A DIFFERENT LIGHT. IT LETS ME TO LOOK AT A LANDSCAPE OR A LANDFORM AND BE ABLE TO ‘LOOK BACK IN TIME’ AND SEE HOW IT USED LOOK AND AS WELL AS HOW IT CAME TO BE THE WAY THAT IT IS NOW.”

Shannon Higgs

# HISTORY

## A LEVEL



### WHY STUDY HISTORY?

Firstly, the much loved interactive methods are upgraded in content from GCSE to A Level with no loss of enjoyment resulting in excellent results on a consistent basis. Secondly, the respect History receives as a discipline when making the important step after 6th form to university or employment provides a solid foundation for exploring the world around us.

### COURSE CONTENT

Our subject has been designed to help students understand the significance of historical events, the role of individuals in history and the nature of change over time. It will help you to gain a deeper understanding of the past through political, social, economic and cultural perspectives. The engaging topics will provide you with the knowledge and skills you require to succeed at whatever you choose to pursue in life.

**Unit 1:** Tsarist and Communist Russia, 1855-1964. A breadth study of significant historical developments over a period of around 100 years and associated interpretations. The topic will revolve around unique individuals in Russian History from Tsar Nicholas II and his close advisor, Rasputin, to the creators of the Soviet State, Lenin and Stalin. Events during the period ranging from The Crimean War and the Emancipation of the Serfs, to the Bolshevik Revolution and the beginnings of the Cold War will captivate the historical inquisitiveness of all.

**Unit 2:** The Making of Modern Britain, 1951-2007. A study in depth of a period of major historical change or development and associated primary evidence. The study of our nation provides such colour characters and events; from Margaret Thatcher and the Falklands War, to Tony Blair and the Troubles in Northern Island. This unit will make you more aware of our current position and what issues our country may face in the future.

**Unit 3:** A 4,500 word personal study of an historical investigation of your choice that focuses on the topic of the British Empire in India 1806-1906. You will be given the opportunity to delve into the annals of history using contemporary sources to evaluate the importance of themes within the historical context of the period. It is also a great opportunity to broaden your horizon of History, exploring beyond the confines of 'school-taught History' and branching out to wider academic opinions more widely used in higher education.

### ASSESSMENT DETAILS

Assessment will take a variety of forms on the course, building on your skills from GCSE. In class you will progress in your understanding of History through group discussion, presentation and even role play. Throughout the course we build your confidence with a thorough exploration of the skills needed in the exam by working through essays and past papers, as well as provide various revision techniques that can be applied across numerous fields of study.

### WHERE WILL HISTORY TAKE YOU?

The possibilities are endless. History gives you access to a wide range of higher education courses as well as countless careers. You could follow Jon Snow and Louis Theroux into journalism or Sir Howard Stringer who graduated from a degree in History to become the Head of the Sony Corporation. Or maybe you could follow Sacha Baron Cohen into entertainment.

**“WHAT I LOVE MOST ABOUT HISTORY IS THE PARTICULAR FOCUS ON THE PROGRESSION OF THE BRITISH POLITICAL SYSTEM IN POST-WAR TIMES. I WOULD HIGHLY RECOMMEND CHOOSING THIS A LEVEL IF YOU ENJOY LOOKING AT THEMES THAT ARE COMPARABLE TO MODERN DAY, SUCH AS WHY BRITAIN WILL NEVER BE 100% DEMOCRATIC DUE TO ITS RELIANCE ON AN ARCHAIC SYSTEM OF WHITE MALE PRIVILEGE. RUSSIAN HISTORY IS EQUALLY FASCINATING ESPECIALLY WITH PUTIN'S CURRENT ACTIONS IN THE UKRAINE “**

Alyssa Taylor



# PSYCHOLOGY

## A LEVEL

### WHERE WILL PSYCHOLOGY TAKE YOU?

Psychology has a broad range of real world applications in everyday life ranging from stress, health, mental illness, and artificial intelligence, to personal development and social interaction to name a few. There are a large number of careers in Psychology, but the skills you learn will also readily transfer to many other careers. These skills involve oral and written communication, numeracy, problem solving and the ability to carry out independent research.

**“I ENJOY LEARNING ABOUT HOW THE BRAIN WORKS, AND FINDING OUT THE REASONS BEHIND HOW AND WHY PEOPLE BEHAVE AND RESPOND TO CERTAIN SITUATIONS. I HAVE FOUND PSYCHOPATHOLOGY PARTICULARLY INTERESTING, ESPECIALLY LEARNING ABOUT HOW DIFFERENT MENTAL HEALTH ISSUES HAVE A VARIETY OF EXPLANATIONS FROM DIFFERENT PSYCHOLOGICAL APPROACHES.”**

Abi Hill

### WHY STUDY PSYCHOLOGY?

Psychology is a fascinating science concerned with the study of the mind and behaviour. It has links with a variety of disciplines such as the biological, computer and forensic sciences, as well as with humanities such as sociology and philosophy. The common factor linking people who study psychology is curiosity and a thirst for knowledge.

### COURSE CONTENT

Psychology is a fusion of science and humanities. Any attempt to explain why humans think and behave in the way that they do will inevitably be linked to one or another branch of Psychology. The different disciplines of Psychology are extremely wide ranging.

#### They include:

Clinical Psychology/Cognitive Psychology/Memory/Intelligence/Development Psychology/Evolutionary Psychology/Forensic Psychology/Health Psychology/Neuropsychology/Industrial Psychology/Social Psychology.

During the course you will learn about why people conform and obey in social situations, how long term and short term memory works. You will also investigate what makes people aggressive, how the brain functions as well as factors involved in romantic relationships.

Classroom teaching involves group work, testing hypotheses, collecting evidence and is about students relating to themselves and real life situations.

### ASSESSMENT DETAILS

#### Unit 1: Introductory Topics in Psychology

Written exam: 2 hours

96 marks in total, 33.3% of A-level.

Topics include: Social influence, Memory, Attachment, Psychopathology.

There are four sections, each section has multiple choice, short answer and extended writing worth 16 marks.

#### Unit 2: Psychology in Context

Written exam: 2 hours

Topics include: Approaches in Psychology, Biopsychology, Research methods and Issues and debates in Psychology.

There are three sections, each section has multiple choice, short answer and extended writing worth 16 marks.

#### Unit 3: Issues and Options in Psychology

Written exam: 2 hours

96 marks in total, 33.3% of A-level.

Topics include: Relationships, Eating Behaviour and Forensic Psychology.

There are four sections, each section has multiple choice, short answer and extended writing worth 16 marks.

# SOCIOLOGY

## A LEVEL



### WHY STUDY SOCIOLOGY?

Sociology is the study of human groups and social life in modern societies. How people think and act, how they interact with each other: as well as studying how we make decisions about our identities and lifestyle, you will investigate the various external influences on peoples' lives such as the media, education and the family. You'll never watch the news in the same way again!

### COURSE CONTENT AND ASSESSMENT DETAILS

#### Paper 1: Education with Theory and Methods

Education is a core unit of the course. Students look at the role of Education in society and the impact that it has on individuals. Students also look at factors which influence educational attainment. This is all studied through looking at education through the various sociological perspectives.

As well as this, students apply research methods used in Sociology to answer questions about how research can be carried out in the Education topic.

Written exam: 2 hours containing a range of short and longer mark essay questions.

#### Paper 2: Topics in Sociology

Students study our two optional subjects of the Family and beliefs in society. These are two huge areas in society which we explore, focusing on their roles and functions, as well as the impact they have on individuals and the wider population. In both of the topics, students look at the changing nature of them overtime, as well as current trends and key sociological ideas.

Written exam: 2 hours containing a range of short and longer mark essay questions.

#### Paper 3: Crime and Deviance with Theory and Methods

The final compulsory component of the course focuses on Crime and Deviance. This is a fascinating area of study where we aim to explore the functions and explanations of crime, as well as the impacts on society. We look into detailed statistics to prove or disprove sociological theories on this subject.

As well as this, research methods are once again studied in a much broader sense. Students gain a detailed understanding of how to undertake and evaluate sociological research. They then learn to apply varying sociological perspectives to this to see how research is affected.

Written exam: 2 hours containing a range of short and longer mark essay questions.

### WHERE WILL SOCIOLOGY TAKE YOU?

Career choices are diverse and depend largely on individual student interests. Although teaching and research are the largest areas of employment for sociologists, students may find careers in applied or clinical sociology including government administration, social services, non-profit organizations, private business, education and health care.

**“I ENJOY SOCIOLOGY BECAUSE I LIKE LOOKING AT DIFFERENT ASPECTS OF OUR SOCIETY (AND WIDER WORLD) THROUGH DIFFERENT SOCIOLOGICAL PERSPECTIVES AND THEORIES (SUCH AS MARXISM). I HAVE LEARNING ABOUT EDUCATION AND FAMILIES AND HOUSEHOLDS AS IT HAS GIVEN ME INSIGHTS INTO THESE INSTITUTIONS THAT I HAD NEVER CONSIDERED BEFORE”**

Hazel Patterson



# RELIGIOUS STUDIES

## A LEVEL



### WHY STUDY RS?

Studying Religious Studies at A-level allows you to critically look at religion, ethics and philosophical thought. It provides a fantastic base for further study allowing you to develop essay writing, analytical and critical thinking skills while studying a diverse and engaging range of topics.

### COURSE CONTENT

The OCR A Level ensure students have a thorough understanding of diverse philosophical and ethical viewpoints. Religious Studies is a thought provoking subject and the contemporary themes help students develop independent thoughts on complex issues.

The course is split into three equally weighted components, each worth 33.3% of the total A Level. Each component will be examined through a 2 hour written paper. Students will be expected to answer three essay questions (each worth 40 marks) during each of the three 2 hour exams in order to demonstrate excellent knowledge of the course content and the ability to critically analyse and evaluate this knowledge

#### Component 1 – Philosophy of religion:

In Philosophy of religion learners will study philosophical issues and questions raised by religion and belief beginning with the Ancient Greeks and finishing with modern developments in relation to the challenges posed by science and changes in societal norms throughout history. These include arguments regarding the existence or non-existence of God, the nature and influence of religious experience and the problems of evil and suffering. They will also explore philosophical language and thought, through significant concepts and the works of key thinkers, illustrated in issues or debates in the philosophy of religion.

#### Component 2 – Religion and ethics:

Religion and ethics is characterised by the study of ethical language and thought, with exploration of key concepts and the works of influential thinkers. Ethical theory will also be applied to issues of importance; namely euthanasia, business ethics, and sexual ethics.

#### Component 3 – Developments in Christian thought:

Developments in Christian thought provides an opportunity for the systematic study of Christianity. This will include the exploration of religious beliefs, values, teachings and practices that shape religious identity, as well as sources of wisdom and authority. Also central are the ways in which religious traditions have developed over time, and religious responses to challenges and significant contemporary social issues. In the case of Christianity we also have the opportunity to examine the way in which the religion has affected the development of western modern values and the laws that have resulted from these.

### WHERE WILL RS TAKE YOU?

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

“WE WILL BE TEACHING AN A LEVEL RELIGIOUS STUDIES COURSE WHICH COVERS GRECO-ROMAN AND JUDEO-CHRISTIAN PHILOSOPHY AND ETHICAL THEORIES FROM BOTH SECULAR AND RELIGIOUS PHILOSOPHERS AND THEOLOGIAN. THIS COURSE IS DESIGNED TO EXPLORE THE BIG QUESTIONS! WE AIM TO INVESTIGATE OUR PLACE IN THE UNIVERSE AND HOW BEST WE CAN LIVE OUR LIVES. THIS COURSE WOULD BE IDEALLY SUITED TO SOMEONE WHO LOVES ARGUING THEIR POINT AND INVESTIGATING THE TRUE MEANING OF WHAT IS RIGHT AND WHAT IS WRONG AND HOW PEOPLE THINK.”

Miss Murray





# CLASSICAL CIVILISATION

## A LEVEL

### WHERE WILL CLASSICS TAKE YOU?

If you are looking to apply to university, Classical Civilisation can be extremely useful. You not only acquire specific Classical knowledge, but also important transferable skills such as analysing sources and developing independent, critical and evaluative approaches. You learn to formulate and support an argument and develop a valuable understanding of cultures very different to your own. All of these skills are essential in many careers. Education, politics, journalism, curation, finance, civil service. Classics can lead to anything and there is something in there for every single one of you.

**“THE MODERN WORLD HAS MUCH TO APPRECIATE FROM THE CLASSICAL WORLD. WE OWE A HUGE AMOUNT TO THE GREEKS AND ROMANS. A-LEVEL CLASSICS GIVES US INSIGHT INTO A PAST WORLD OF BRILLIANT CULTURE, AND IT GIVES YOU AN ARRAY OF SKILLS AND KNOWLEDGE THAT WILL HELP YOU SUCCEED IN ANY AND ALL FUTURE ENDEAVORS.”**

Mr McCabe

### WHY STUDY CLASSICS?

This course is fantastic for both students new to classics and those who want to build on prior knowledge. The modern world has much to appreciate when we think about the classical world. The Olympics, the theatre, great literary writing, poetry, philosophy, democracy. The Ancient Greeks practically invented western culture and philosophy, their ideas on culture and philosophy were taken on by the Romans who through conquest spread those ideals throughout Europe. This course will allow you to gain a greater understanding of this and be able to critically discuss it. A-level Classical Civilisation is a well respected A-level that gives you the skills to succeed in all future endeavors.

### COURSE CONTENT

The World of the Hero – 40%

In the World of the Hero we will study two epics, Homers Odyssey, one of the cornerstones of modern western literature, and Virgils Aeneid, a telling piece of literature that gives us insight into the early days of one of histories great empires.

Greek Theatre – 30%

Drama is one of ancient Greece's great gifts to civilisation. One that has had a profound impact on European drama ever since. In Greek Theatre we will look at three plays, two tragedies (Oedipus the King and Bacchae) and one comedy (Frogs). As well as looking at some of ancient Greece's great cultural pieces we will look at the dramatic culture that allowed these to first be produced.

Love and Relationships – 30%

In Love and Relationships we will look at Greek and Roman ideas on love, the relationships they accepted and had and what writers, poets and philosophers had to say. We will read, Plato, Seneca, Ovid and Sappho all while discussing love, desire, sex, sexuality and the institution of marriage.

### ASSESSMENT DETAILS

#### The World of the Hero

Written exam: 2 hours 20 minutes.  
100 marks in total, 40% of A-level.

#### Greek Theatre

Written exam: 1 hour 45 minutes.  
75 marks in total, 30% of A-level.

#### Love and Relationships

Written exam: 2 hours 20 minutes.  
75 marks in total, 30% of A-level.

#### The World of the Hero

“But the great leveler, Death: not even the gods can defend a man, not even one they love, that day when fate takes hold and lays him out at last.”

**Homer**, *The Odyssey*

#### Greek Theatre

“Fear? What has a man to do with fear? Chance rules our lives, and the future is all unknown. Best live as we may, from day to day.”

**Sophocles**, *Oedipus The King*

#### Love and Relationships

“You may forget but let me tell you this: someone in some future time will think of us”

**Sappho**, *The Art of Loving Women*



# BUSINESS

## A LEVEL

### WHERE WILL BUSINESS STUDIES TAKE YOU?

A Level Business develops many transferable skills including decision-making, team working, and commercial acumen. It is therefore appropriate for almost any chosen career path. In particular, roles in management, accountancy/finance, marketing, human resources. It's ideal for those interested in vocational opportunities including management programmes with large corporates, sponsored degrees and apprenticeship schemes. In addition, the independent and analytical thinking nature of the course prepares you students well for further study at university.

### WHY STUDY BUSINESS?

Business Studies help develop a critical understanding of different organisations, and the challenges and issues of starting a business. It gives you the awareness of the different departments, the strategies they consider and the process of decision making and managing change. You will research business theories and apply this knowledge to real companies, gaining a real insight into how business works.

### COURSE CONTENT AND ASSESSMENT DETAILS

Business A Level from AQA covers a wide range of topics across the two years including the core functions of business:

- 1. Finance** – understanding financial performance and analysis of financial accounts
- 2. Marketing** – understanding the wide role marketing has on the delivery of a successful business
- 3. Operations** – understanding the wide role operations has on the delivery of a successful business
- 4. Human Resources** – understanding leadership, management of people in an organisation

Students will cover ten different units of work over the two-year linear course, understanding the core functions in detail and the associated business theories and management strategies that are used by organisations around the world. There is a continued focus to keep the study of business relevant so as part of the study of business it is essential to watch the news and be aware of what is going on in the world as lessons will be applied to real world companies. Also there is a great emphasis on quantitative skills to enable the interpretation, manipulation and evaluation of data from business case studies so a keen interest in finance would be an advantage.

“BUSINESS STUDIES IS SO INTERESTING WITH LOTS REAL LIFE BUSINESS EXAMPLES THAT HELPS ME LEARN AND UNDERSTAND THE DIFFERENT ROLES IN BUSINESS SUCH AS FINANCE AND MARKETING. IT HELPS ME THINK ABOUT THE WORLD OF WORK AND IDENTIFY WHAT TYPE OF BUSINESS I WANT TO BE PART OF IN THE FUTURE ”

Emily Tebble





# BUSINESS STUDIES

## BTEC EXTENDED CERTIFICATE

### LEVEL 3



## WHY STUDY BTEC BUSINESS?

BTEC Business is a vocational course designed to provide specialist work-related qualifications. This will give you the knowledge, understanding and skills you need to prepare for employment. Assessment will occur through assignments and external assessment. The content is similar to the A Level, with an increasing level of challenge due to both internal and external assessment pieces.

## COURSE CONTENT AND ASSESSMENT DETAILS

The Business BTEC Extended Certificate is equivalent to one A Level. Over the two-year course students will study the following:

- 4 Units of work
  - 2 externally assessed – Exam and Controlled Assessment
  - 2 internally assessed - Assignments marked by Trinity teachers

### YEAR 12

#### Unit 1 Exploring Business - (Internally Assessed assignment)

Understanding different types of businesses this will encompass research on two businesses.

Understanding how they are set up, their purpose and customers.

#### Unit 3 Personal and Business Finance – (Externally Assessed)\*

Understanding the role of money, savings accounts, insurance for an individual.

Understanding the role of finance for businesses - cash flow, revenue, costs and profit.

### YEAR 13

#### Unit 4 Recruitment and Selection – (Internally Assessed Assignment – marked by Trinity teacher)

Understand the process businesses must follow when employing people – includes job advert writing, CV skills, interview skills.

#### Unit 2 Developing a Marketing Campaign – (Controlled Assessment – Externally marked by BTEC)

Report to be written under controlled conditions on an unknown business marketing campaign.

\*Opportunity to retake exam in Year 13

## WHERE WILL BTEC BUSINESS STUDIES TAKE YOU?

Business BTEC is an applied qualification. It aims to teach the relevant skills needed for higher education, and ultimately to employment in the business sector. Due to the nature of the world of business, there are a number of paths this course guides you towards such as within finance, marketing and human resources. Whatever your chosen career path after 6th form, the skills learnt in BTEC Business are invaluable.

“BUSINESS IS A GREAT SUBJECT FOR ME AS IT GIVES ME ALL THE TRANSFERABLE SKILLS AND KNOWLEDGE I WILL NEED IN MY FUTURE AS I HOPE TO BE AN ENTREPRENEUR”

Fred Scott





# FRENCH

## A LEVEL

### WHERE WILL FRENCH TAKE YOU?

Studying a Language at A Level prepares you for the critical and imaginative aspects of a degree or career. Many universities seek the skills you show with a qualification in a Modern Language. An A Level in French is regarded highly by businesses and having a language to A Level standard can increase your salary from 8 to 20% and gives you a head start on other potential employees especially to any company who does international business. Therefore studying French A Level helps you to contend in today's competitive job market.

Jobs in fields such as: journalism, the media, business, international relations, education and travel recognise the level of achievement in learning French, and of course, opportunities to work abroad are abundant!

### WHY STUDY FRENCH?

Languages are all around us; they are used in so many situations whether at work, on holiday or just casually in day-to-day life - we live in a multilingual global society. Studying French gives you the tools to share your views in a responsive and fun environment and allows you to explore diverse and interesting subjects including music, film and technology to gain a greater understanding of contemporary culture abroad. With the assurance of skilled, friendly teachers you will be able to communicate effectively and acquire an interest in another country.

### COURSE CONTENT AND ASSESSMENT DETAILS

French A Level builds upon your existing knowledge gained at GCSE, giving you a sound understanding of using your language in a variety of contexts and situations - at home, abroad, with friends or in the workplace. The emphasis of the A Level in French course focuses on improving communication through different means as well as being able to use French in a variety of situations. It develops your key skills and most importantly encourages you to fall in love with learning languages.

The aim of the A Level French course is to help you to develop an interest in speaking a foreign language, to gain awareness of the need to speak a different language, to appreciate the nature and diversity of different cultures and people and to acquire knowledge, skills and understanding for practical use, further study and employment.

#### The A Level course has four main elements:

- Aspects of current trends in French-speaking society
- Aspects of current issues in French-speaking society
- Artistic culture in the French-speaking world
- Aspects of political life in French-speaking society

#### The course is linear and students will sit three exams:

##### Paper 1: Listening, Reading and Translation

- Comprehension of the language is assessed in this paper
- Written exam: 2 hours 30 minutes
- 50% of A Level

##### Paper 2: Writing

- A written piece on a text and a film or two texts from the list set in the specification
- Grammar is also assessed in the writing paper
- Written exam: 2 hours
- 20% of A Level

##### Paper 3: Speaking

- Students undertake and discuss an individual research project in the Speaking assessment
- One of the four sub-themes will also be discussed
- Oral exam: 21–23 minutes (including 5 minutes preparation time)
- 30% of A Level

**“BY DOING A LEVEL LANGUAGE THE TEACHING STAFF NOT ONLY GO THE EXTRA MILE TO HELP AND SUPPORT YOUR STUDIES BUT ALSO MAKE THE LESSONS FUN AND INTERESTING, WHICH EVIDENTLY HAS AN IMPACT ON IMPROVING OUR GRADES AND SEEING PROGRESS.”**

Eden Ching

# GERMAN

## A LEVEL



### WHY STUDY GERMAN?

The study of German at A Level is valuable in developing communication skills and critical thinking, in gaining an insight into other societies and cultures that can only be achieved through the language and in enriching the lives of students.

Studying German gives you the tools to share your views in a responsive and fun environment and allows you to explore diverse and interesting subjects including music, film and technology to gain a greater understanding of contemporary culture abroad. With the assurance of skilled, friendly teachers you will be able to communicate effectively and acquire an interest in another country.

### COURSE CONTENT AND ASSESSMENT DETAILS

Studying German at A Level will continue to build upon your existing knowledge gained at GCSE, giving you a sound understanding of using your language in a variety of contexts and situations - at home, abroad, with friends or in the workplace. The emphasis of the A Level German course focuses on improving communication in your foreign language through different means as well as being able to use German in a variety of situations. It develops your key skills and most importantly encourages you to fall in love with learning languages.

The aim of the A Level German course is to help you to develop an interest in speaking a foreign language, to gain awareness of the need to speak foreign languages, to appreciate the nature and diversity of different cultures and people and to acquire knowledge, skills and understanding for practical use, further study and employment.

#### The A Level course has four main elements:

- Aspects of current trends in the German-speaking society
- Aspects of current issues in the German-speaking society
- Artistic culture in the German-speaking world
- Aspects of political life in German-speaking society

#### The course is linear and students will sit three exams:

##### Paper 1: Listening, Reading and Translation

- Comprehension of the language is assessed in this paper
- Written exam: 2 hours 30 minutes
- 50% of A Level

##### Paper 2: Writing

- A written piece on a text and a film or two texts from the list set in the specification
- Grammar is also assessed in the writing paper
- Written exam: 2 hours
- 20% of A Level

##### Paper 3: Speaking

- Students undertake and discuss an individual research project in the Speaking assessment
- One of the four sub-themes will also be discussed
- Oral exam: 21–23 minutes (including 5 minutes preparation time)
- 30% of A Level

### WHERE WILL GERMAN TAKE YOU?

Studying German at A Level prepares you for the critical and imaginative aspects of a degree or career. Many universities seek the skills you show with a qualification in a Modern Language. An A Level in German is regarded highly by businesses and having a language to A Level standard can increase your salary from 8 to 20%, giving you a head start on other potential employees especially to any company who does international business. Therefore studying an A Level in German helps you to contend in today's competitive job market.

Jobs in fields such as: journalism, the media, business, international relations, education and travel recognise the level of achievement in learning a Language, and of course, opportunities to work abroad are abundant!

“A LEVEL LANGUAGES NOT ONLY EXPANDS OUR KNOWLEDGE OF BOTH THE LANGUAGE AND THE CULTURE, BUT IT IS ALSO VERY REWARDING IN THE WAY THAT YOU LEAVE THE LESSON KNOWING THE NATIVE KNOWLEDGE OF THE TARGET LANGUAGE SPEAKING COUNTRY AS WELL. WE FEEL WE NOW KNOW HOW TO PROPERLY COMMUNICATE AND DEFEND OURSELVES IN CONVERSATION WHICH IS A MASSIVE IMPROVEMENT FROM GCSE!”

Rhiannon Lloyd



# SPANISH

## A LEVEL

### WHERE WILL SPANISH TAKE YOU?

Studying a Language at A Level prepares you for the critical and imaginative aspects of a degree or career. Many universities seek the skills you show with a qualification in a Modern Language. An A Level in Spanish is regarded highly by businesses and having a language to A Level standard can increase your salary from 8 to 20% and gives you a head start on other potential employees especially to any company who does international business. Therefore studying Spanish A Level helps you to contend in today's competitive job market.

Jobs in fields such as: journalism, the media, business, international relations, education and travel recognise the level of achievement in learning Spanish, and of course, opportunities to work abroad are abundant!

**“AN A-LEVEL IN A FOREIGN LANGUAGE COVERS SUCH A VARIETY OF SUBJECT AREAS WITHIN THE COURSE, YOU’LL OFTEN FIND OUT THAT YOU’RE STUDYING SIMILAR TERMS TO A SOCIOLOGY, HISTORY, ENGLISH OR POLITICS STUDENT IS STUDYING, BUT IN A WHOLE DIFFERENT LANGUAGE! KNOWING THIS MAKES YOU FEEL REALLY SMART”**

Rhiannon Lloyd

### WHY STUDY SPANISH?

An A-Level in a Modern Foreign Language opens a range of opportunities for employability, travel and a deeper understanding of our own language. Studying Spanish gives you the tools to share your views in a responsive and fun environment and allows you to explore diverse and interesting subjects including music, film and technology to gain a greater understanding of contemporary culture abroad. With the assurance of skilled, friendly teachers you will be able to communicate effectively and acquire an interest in another country.

### COURSE CONTENT AND ASSESSMENT DETAILS

In taking Spanish A Level you will build upon your existing knowledge gained at GCSE, giving you a sound understanding of using your language in a variety of contexts and situations - at home, abroad, with friends or in the workplace. The emphasis of the A Level in Spanish course focuses on improving communication through different means as well as being able to use Spanish in a variety of situations. It develops your key skills and most importantly encourages you to fall in love with learning languages.

The aim of the A Level Spanish course is to help you to develop an interest in speaking a foreign language, to gain awareness of the need to speak a different language, to appreciate the nature and diversity of different cultures and people and to acquire knowledge, skills and understanding for practical use, further study and employment.

#### The A Level course has four main elements:

- Aspects of current trends in Hispanic society
- Aspects of current issues in Hispanic society
- Artistic culture in the Hispanic world
- Aspects of political life in the Hispanic society

#### The course is linear and students will sit three exams:

##### Paper 1: Listening, Reading and Translation

- Comprehension of the language is assessed in this paper
- Written exam: 2 hours 30 minutes
- 50% of A Level

##### Paper 2: Writing

- A written piece on a text and a film or two texts from the list set in the specification
- Grammar is also assessed in the writing paper
- Written exam: 2 hours
- 20% of A Level

##### Paper 3: Speaking

- Students undertake and discuss an individual research project in the Speaking assessment
- One of the four sub-themes will also be discussed
- Oral exam: 21–23 minutes (including 5 minutes preparation time)
- 30% of A Level



# HEALTH AND SOCIAL CARE

## BTEC LEVEL 3

### WHERE WILL HEALTH AND SOCIAL CARE TAKE YOU?

This course is suitable for those considering a range of careers, be it direct employment or entry in to further education.

If taken alongside

- A Level Biology, this could lead to a BSc (Hons) in Nursing or Midwifery
- A Level Sociology, this could lead to a BA (Hons) in Social Work
- BTEC Sport, this could lead to a BSc (Hons) in Physiotherapy
- A Level Psychology, this could lead to a BSc (Hons) in Psychology

### WHY STUDY HEALTH AND SOCIAL CARE?

You should study Health and Social Care if you are interested in pursuing a career in any area of health, care or the social sector. Health and Social Care will not only provide you with the chance to build awareness and understanding of contemporary issues in health and social care but learning skills essential for higher education and the world of work.

### COURSE CONTENT AND ASSESSMENT DETAILS

The mandatory units for this course are:

- Unit 1: Human Lifespan Development. This unit covers physical, intellectual, emotional and social development across the human lifespan and the factors affecting development and the effects of ageing
- Unit 2: Working in Health and Social Care. This unit allows students to explore what it is like to work in the Health and Social Care sector, including the roles and responsibilities of workers and organisations
- Unit 5: Meeting Individual Care and Support Needs. This unit focuses on the principles and practicalities that underpin meeting individuals' care and support needs, which are the foundation of all the care disciplines

The optional unit: Unit 12 Supporting Individuals with Additional Needs. This unit allows students to explore the role of health and social care services in providing care and support to individuals with additional needs.

The assessment process for this qualification will require two internally set and marked unit assignments and two externally set and marked written exams assessment style tasks and exam practice will occur throughout the course to ensure key skills are mastered in preparation for each assessment.

**“I CHOSE HEALTH AND SOCIAL CARE BECAUSE I WANTED TO EXPLORE CAREER PATHWAYS WITHIN THE HEALTH INDUSTRY. I WILL BE GOING TO UNIVERSITY TO STUDY TO BE A NURSE OR MIDWIFE AND THIS COURSE IS HELPING ME TO MAKE MY DECISION.”**

Sunny Evans



# ART AND DESIGN

## A LEVEL



### WHY STUDY ART AND DESIGN?

The A Level Art and Design course at Trinity is designed to develop technical skills alongside creative and analytical thinking. You will learn to explore ideas, experiment with materials, and produce exciting, ambitious pieces in response to project briefs. If you have imaginative ideas and enjoy creating original work you will find this course interesting and challenging.

### COURSE CONTENT AND ASSESSMENT DETAILS

#### Year 12:

Students work through a series of experimental workshops designed to develop technical skill and knowledge of new media for the first two terms. Examples of workshops include; Illustration, Photography, Painting, Print Making and Sculpture including Ceramics. Students then progress to a more independent way of working, selecting media to investigate further and developing personal responses to a theme. Examples of themes include; Environment, Identity, Conflict and Twisted/ Distorted. The practical work will be informed by critical research and investigations into the work of professional artists and designers from a range of times and countries. The work students produce will be refined and organised into a portfolio which will demonstrate skills in the four assessment objectives; develop, experiment and refine, record observations, and present. Students will be pushed technically and creatively to respond to the theme in new and imaginative ways. Students studying A Level Art are encouraged to make use of the 6th form area in the Art studios where they can work independently exploring techniques.

#### Year 13 :

Portfolio including a personal Study, 60% of A Level marks: Students are guided through the writing of a research question, tailored to their interests, to respond to in their portfolios. Students then work through a series of experimental workshops designed to develop technical skill and knowledge of new media in response to their research question. They learn to interpret art work in a more meaningful way, investigating key periods or themes of art and design history and learn to critically analyse artwork. Students select their preferred media and refine their practice, developing their own style and ways of working. They present their practical work which is assessed against the four assessment objectives; develop, experiment and refine, record observations, and present. A supporting essay (1000-3000 words) which provides a critical analysis of their work is also presented for assessment.

#### Exam, 40% of A Level marks:

Students develop a personal response to an exam question, the exam concludes with a 15 hour practical piece. All the work they produce is assessed against the four assessment objectives as outlined above.

### WHERE WILL ART AND DESIGN TAKE YOU?

The courses provides a valuable foundation for further study and career development in a wide range of areas: architecture, animation, film, beauty, fashion, textiles, graphic design, set design, jewellery, millinery, printmaking, art history, ceramics, stained glass, marketing, conservation, museum and gallery curating, bookbinding, illustration, landscaping, interior design, and furniture design.

**“A LEVEL ART AND DESIGN HAS BEEN AN INCREDIBLE STEP FROM GCSE AND HAS ALLOWED ME TO EXPLORE SO MANY NEW TECHNIQUES.**

**THE LEVEL OF SUPPORT IN A LEVEL ART HAS ALLOWED ME TO FIND A REAL CREATIVE METHOD PERSONAL TO ME, AND SMALL CLASSES ALLOW ONE TO ONE CONVERSATIONS AND FEEDBACK THAT YOU JUST DON'T GET IN OTHER SUBJECTS”**

Rebecca Jerome





# PHOTOGRAPHY

## A LEVEL

### WHERE WILL PHOTOGRAPHY TAKE YOU?

The course provides a valuable foundation for further study and career development in a wide range of areas: advertising and marketing, animation, gaming, film, pre or post production, cameraman, cinematographer, studio lighting, set lighting, directing, web design, professional photographer specialising in: sport, food, fashion, nature, journalism, and events. The course would also support careers in: engineering, management or project planning, journalism, architecture.

### WHY STUDY PHOTOGRAPHY?

Photography is becoming an increasingly important part of how we communicate and interact, particularly with the rising popularity of social-networking. This course teaches a broad range of technical and creative skills that, when applied, allow ideas to be developed to a professional standard. It combines the artistic elements of creative and experimental thinking with the logical and technical skills that underpin photography.

### COURSE CONTENT AND ASSESSMENT DETAILS

#### Year 12:

Students work through a series of technical workshops designed to develop photographic skills. Students learn how to capture images in a variety of lighting conditions, explore angles, composition concepts, depth of field and focusing techniques. Students then progress to editing and learn to enhance and manipulate their images using Adobe Photoshop. Students are also encouraged to manipulate photographs through other means, and can create pieces combined with artistic techniques, using a range of materials. In the past, students have then been able to create 3D installations and sculptures using these techniques, encouraging further creativity. Throughout the year students work both in the studio and outside in natural light. They investigate different themes and purposes of photography looking at documentary, advertising, staging, portraiture, still life and artistic photography. Students are expected to explore their theme outside of the school environment to develop their observations and use the facilities during study periods in school. The practical work will be informed by critical research and investigations into the work of professional artists and photographers from a range of times and countries. Work is refined and organised into a portfolio which will demonstrate skills in the four assessment objectives; develop, experiment and refine, record observations, and present.

#### Year 13:

Personal Study, 60% of A Level marks: Students work through a series of technical workshops designed to develop photographic skills. They are then guided through the writing of a research question based on an area of interest. They learn to interpret photographic work in a more meaningful way, investigating key periods or themes of photography. Students select their preferred techniques and refine their practice, developing their own style and ways of working. They present their practical work which is assessed against the four assessment objectives; develop, experiment and refine, record observations, and present. A supporting essay (1000-3000 words), providing a critical analysis of their work and the work of relevant artists and photographers, is also presented for assessment.

#### Exam, 40% of A Level marks:

Students develop a personal response to an exam question, the exam concludes with a 15-hour practical. All the work they produce is assessed against the four assessment objectives, as outlined above.

“PHOTOGRAPHY MAKES FOR AN AMAZING ENVIRONMENT, THAT BOTH DEVELOPS STUDENTS’ CREATIVITY AND TECHNICAL SKILLS BUT ALSO BUILDS CONFIDENCE, INTRODUCING US TO NOT ONLY DIGITAL PHOTOGRAPHY BUT MOVING IMAGE, PREPARING US FOR OUR FUTURE STEPS.”

Jocelyn Reid



# PRODUCT DESIGN

## A LEVEL



### WHY STUDY PRODUCT DESIGN?

Product Design is a highly creative and thought-provoking subject which gives you the hands-on practical experience of a wide range of materials and processes, as well as the theoretical knowledge and confidence to succeed in a wide range of careers in the creative industries. You will gain a real understanding of what it means to be a designer, alongside the knowledge and skills sought by higher education and employers.

Through a range of rich and stimulating projects, you will be encouraged to develop your creativity and problem-solving skills to produce your own 3D outcomes, through which you will learn to work with precision and flair to develop your own personal style and skill set along the way. You will investigate the historical, social, cultural, environmental and economic influences on design and technology to give you a firm understanding and awareness of real-world design, including current technologies and trends, whilst enjoying the opportunities to put what has been learnt into practice by producing a range of varied prototypes of your choice.

Over the two years you will be encouraged to take design risks, show innovation and work collaboratively with others, including users and experts to develop and refine your design skill set. You will draw on knowledge from other subject areas too such as science and maths to inform design decisions and apply these skills when making. You will have the freedom of being able to tailor design and make projects to your own strengths and interests, allowing you more control over the topics you would like to cover in order to prepare you for your future career path.

### ASSESSMENT DETAILS

You will be assessed through two written exams (worth 50% of A Level) and a design and make project (worth 50% of A-level).

- Paper 1 – Technical principles – 30% of A Level
- Paper 2 – Designing & making principles – 20% of A Level

Non-examined assessment (NEA) – design and make project – 50% of A Level.

### WHERE WILL PRODUCT DESIGN TAKE YOU?

This qualification could lead to a higher education course in Product Design, Industrial Design, Interior Design, Engineering, Architecture and many more. The variety of skills studied will help you gain sought after skills enabling access to apprenticeships and other design related careers, for example Graphic Design, Fashion Design or Set Design.

**“IT ALLOWED ME TO THINK CRITICALLY AND HAS HELPED ME DEVELOP SKILLS AND A MINDSET TO SOLVE EVERYDAY ISSUES THROUGH INNOVATIVE DESIGN. IT HAS ALLOWED A GREATER UNDERSTANDING OF ORDINARY AND EVERYDAY OBJECTS AND ITEMS AND HAS GIVEN INSIGHT INTO DESIGN HISTORY AND POTENTIAL FUTURES OF DESIGN.”**

Robert Jewel







# DANCE

## BTEC EXTENDED CERTIFICATE LEVEL 3

### WHERE WILL PERFORMING ARTS TAKE YOU?

This course is ideal if you want to go on to university to study Dance or the Performing Arts; it is also excellent for students who wish to go on to Vocational Dance Schools. This can lead to working in the Performing Arts industry as a performer, teacher, freelance artist, manager, arts therapist, etc.

**“THE DANCE DEPARTMENT HAS SHAPED AND DEVELOPED NOT ONLY MY DANCE ABILITY BUT ALSO MYSELF AS A PERSON IN MY DAY-TO-DAY LIFE. THE WIDE ARRAY OF PERFORMANCE OPPORTUNITIES HAS ENABLED ME TO GROW AND EVOLVE AS A DANCER IN PREPARATION FOR MY PROFESSIONAL TRAINING AND CAREER.”**

Tilly Spencer

### WHY STUDY PERFORMING ARTS?

The BTEC Extended Certificate in Dance will help you develop a wide range of new skills and refine existing talents. This vocational course will give you practical experience of the dance industry; participating in technique classes, choreographing for performances and performing in the community and investigating practitioners work. This is a great choice if you want to work in the Performing Arts industry or if you love Dance.

### COURSE CONTENT

Choreography and Performance are at the heart of our course. “Investigating Practitioners Work” helps our students develop analytical skills that are essential when studying Dance at university or dance school. “Developing Skills and Techniques for Live Performance” and “Group Performance Workshop”, are assessed through live performances at internal and external events such as Breakout and Trinity Dance Festival where technique is refined through the study of jazz and contemporary dance styles culminating in an exciting and innovate performance piece. “Developing Contemporary Dance” is a challenging unit where you will develop skills in Cunningham, Graham, Horton and Release based techniques, keeping logs of your personal progress and ending in a live performance.

### ASSESSMENT DETAILS

Assessment for this course is predominantly practical; two units are internally assessed and two are externally assessed. For the internally assessed units you will need to collect evidence of your work for a portfolio. This will need to include film and photographs of technique lessons, workshops, rehearsals and performances, a reflective diary, rehearsal schedules, research, programmes from shows visited, etc. You will also be set essays, research tasks and presentations. For the externally assessed units you will be assessed through practical work, portfolios and examinations within a timeframe as outlined by the exam board.

#### Units studied:

##### Unit 1 – Investigating Practitioners Work:

Through both practical and theoretical means students study two key practitioners, Alvin Ailey and Christopher Bruce, exploring their works and influences in preparation for the external written exam, sat in year 12.

##### Unit 2 – Developing Skills and Techniques for Live Performance:

Students study a variety of dance techniques including contemporary, lyrical and street jazz to explore what life is like as a working dancer. This culminates in a live performance piece and students keep a journal of their progress throughout the unit.

##### Unit 3: Group Performance Workshop:

Students work as a team to creatively respond to a stimulus given by the exam board, to create a 10-20 minute performance piece for live examination in front of an audience. Students record their progress throughout the unit in a written format, and complete a final evaluation of their work.

##### Unit 12: Contemporary Dance Technique:

Students study a range of contemporary practitioners including Isadora Duncan, Rudolph Laban, Merce Cunningham, Martha Graham, Lester Horton and Mathew Bourne. Students undertake technique and choreography classes in the style of the practitioners and complete research projects into their development of contemporary dance. This culminates in a live performance of their work.



# DRAMA AND THEATRE

## A LEVEL

### WHERE WILL DRAMA AND THEATRE TAKE YOU?

This course lays the foundation for a range of further study. A Level Drama and Theatre will begin to prepare you for a career in Theatre, Film or Television; it will also be very useful if you are considering becoming a teacher or working in Drama or Art Therapy. For anyone hoping to work within public relations, this course will help you to develop the confidence and flair necessary for success throughout life. A Level Drama and Theatre is a course which will prepare you to take your exploration of the subject further into higher education; this might be going to university or attending a specialist drama school.

**“DRAMA A-LEVEL ALLOWS ME TO ESCAPE AND BE FULLY CREATIVE IN THE WORK THAT I PRODUCE. IT GIVES ME VALUABLE TRANSFERRABLE SKILLS THAT I WILL BE ABLE TO USE IN WHATEVER FUTURE PATH I TAKE.”**

Jess Ballard

### WHY STUDY DRAMA AND THEATRE?

The course is challenging, creative and thought provoking. You will devise and explore texts and practitioners from both a theoretical and practical view point, encouraging appreciation of a broad range of dramatic styles and techniques.

### COURSE CONTENT

#### Component 1: Drama and theatre.

In this unit, students will study and explore practically two set plays, one from List A and one from List B. The plays in List A have been chosen to represent significant drama through the ages and include Carlo Goldoni's 'A Servant To Two Masters' amongst others. The play chosen will be explored through the perspective of a range of roles. The plays in List B represent 20th and 21st century drama. These include plays by Federico Garcia Lorca 'Yerma' and Steven Berkoff 'Metamorphosis'. The chosen play will be explored through the eyes of a director, performer and designer. Alongside this, students will explore live theatre, researching into the cultural, social and historical context behind the plays, allowing them to critically analyse and evaluate performances..

#### Component 2: Creating original drama (practical)

Students will contribute to a devised piece of drama in a live theatre context for an audience. They will achieve this through being either a performer, director or designer. They will have to be able to realise the artistic intention of the devised piece and communicate this to the audience. Alongside this students will learn how to create and develop devised ideas successfully. This will be outlined in their individual Working Notebook.

#### Component 3: Making theatre (practical)

Students will practically explore three extracts each taken from a different play. For extract 3, the methodology of a theatre practitioner will need to be applied and this is to be used as the final assessed piece. Alongside this practical investigation and performance, students will be required to complete a reflective report which analyses the interpretation of all three extracts.

### ASSESSMENT DETAILS

**Component 1:** Drama and theatre. This is worth 40% of your final grade. The final assessment will take place in the June of Year 13 where you will complete a 3 hour written exam; you will be required to complete 3 sections of the paper.

**Component 2:** Creating original drama (practical). This is worth 30% of your final grade. The final assessment is based upon your Working Notebook (40 marks) and devised performance (20 marks). This will be marked by your drama teacher and moderated by the exam board.

**Component 3:** Making theatre (practical). This is worth 30% of your final grade. The final assessment will comprise of a performance of Extract 3 (40 marks) and reflective report (20 marks). This unit is externally assessed.

Throughout your A Level course, continual assessment will take place to ensure progress is being made. This will take the form of practical activities, practice exam questions and mock examinations.





# MUSIC

## A LEVEL

### WHERE WILL MUSIC TAKE YOU?

Music A Level opens a number of different opportunities to you in the future. It gives you a solid foundation to be able to work within the music and arts industry; this could be as a performer, composer or working within an arts organisation. It gives you a foundation of knowledge to then take forward to university to further your academic studies or to attend a specialist music conservatoire. Furthermore, it will allow to study Music Therapy or to become a classroom or peripatetic music teacher.

**“I HAVE ALWAYS ENJOYED AND HAD A PASSION FOR PLAYING MUSIC, BUT WHEN I STARTED TO COMPOSE MY OWN MUSIC I FOUND THAT IT WAS SOMETHING I LOVED TO DO FOR HOURS. A LEVEL MUSIC HAS ALLOWED ME TO DEVELOP THESE SKILLS FURTHER AND HAS CHALLENGED ME AS A PERFORMER, COMPOSER AND TO ANALYSE HOW MUSIC IS CREATED AND THE PURPOSE IT IS WRITTEN FOR”**

Max Fowler

### WHY STUDY MUSIC?

Music A Level allows you to explore your passion for the subject through performance, composition and analysing a wide range of musical styles. You will extend and build upon your knowledge from GCSE to become a more confident and technically advanced performer as well as refining your skills in composition. These will be developed whilst building a more comprehensive understanding of musical history through the analysis and exploration of key genres and styles.

### COURSE CONTENT

This is an exciting specification with all work linking to specially chosen focus areas of study to immerse yourself in and widen your musical appreciation and understanding. Throughout the course you will be continually assessed by your teacher and supported in ensuring you are making progress. You will be expected to spend a minimum of one hour extra per week in the music department in order to make use of the technology needed in order to fulfil the composition requirements.

#### Component 1: Appraising Music

This comprises of a 2 ½ hour exam, taken at the end of your A Level qualification. It will test your musical knowledge and understanding of a range of elements, contexts and genres based on each focus area of study. The exam consists of a mixture of listening and short or extended essay questions. The compulsory unit of study is Western Classical Traditions 1650 – 1910, where you will explore music of the Baroque, Classical and Romantic Eras. Within this, you will explore set study pieces in detail, including the solo concertos of Purcell, Vivaldi and Bach and various aria and recitative from Mozart's opera 'The Marriage of Figaro'. There are two further areas of study which will be explored; Music for Film (exploring the music of Bernard Herrmann, Hans Zimmer and Michael Giacchino) and Music for Theatre (exploring the music of Stephen Sondheim, Rodgers and Hammerstein and Claude Michel Schonberg).

#### Component 2: Performance

It will be expected that you continue with music lessons during your A Level in order to prepare a recital lasting a minimum of 10 minutes in the March of Year 13. You will need to rehearse regularly and complete informal performance assessment throughout your A Level.

#### Component 3: Composition

You will extend your composition skills through the completion of a series of focused composition workshops honing your skills and understanding of key compositional devices. This key knowledge will be used to support you in writing two compositions – one of free choice, one based upon an exam board brief. In support of each of these, you will write a clear programme note outlining the compositional intent.

### ASSESSMENT DETAILS

**Component 1:** Appraising. This is worth 40% of your final A Level grade. It is assessed via a 2 ½ hour listening exam in the June of Year 13. Prior to this, you will complete mock exam papers and practice questions to ensure you are fully prepared for this exam and to support your development and musical understanding.

**Component 2:** Performance. This is worth 35% of your final A Level grade. Your final performance will take place between 1st March and 7th May in Year 13 and must last a minimum of 10 minutes.

**Component 3:** Composition. This is worth 25% of your final A Level grade. You will complete two compositions; a free composition and a composition set to a brief. The compositions must last for a minimum of 4 ½ minutes combined.



# SPORT

## BTEC LEVEL 3

### WHERE WILL SPORT TAKE YOU?

The course will meet the needs of those aspiring to a career in sport (coaching, sports therapy, sports nutrition and conditioning etc.) and the health and leisure industry. The course not only serves as a route to full time employment within sports related fields, it is also a proven progression route to Higher Education.

### WHY STUDY SPORT?

Sport is currently one of the fastest-growing industries in the UK and offers a huge range of professions. These can be from grass-roots level, all the way through to international level, and can focus on improving own or others' performance. The BTEC L3 Extended Certificate in Sport provides students with countless opportunities to increase their knowledge and understanding within Sport.

### COURSE CONTENT AND ASSESSMENT DETAILS

Did you know England Rugby star Jack Nowell studied a BTEC and Team GB gymnast Rebecca Tunney and swimmer Molly Renshaw are both studying a BTEC National in Sport? And it's not just professional athletes who are winning with BTEC; there are thousands of talented coaches and trainers out there enjoying successful careers thanks to their BTEC National in Sport. If you want a hands-on course that gives you the opportunity to develop the practical skills and specialist knowledge that you'll need to kick-start your career, then BTEC Nationals are a winning choice for you!

The BTEC Level 3 Extended Certificate in Sport has been developed to prepare students for the challenges they'll face in Higher Education or employment. Designed in collaboration with experts spanning the sports industry, the qualification focuses on the skills, knowledge and industry understanding that today's universities and employers demand. Students will develop professional and social skills through interaction with performers, clients and team mates, as well as theoretical knowledge and understanding to underpin these skills. When it comes to progression or employment, students will understand the variety of opportunities available to them and the roles and responsibilities of businesses and organisations within the sports sector. This will give them a clear idea about where they might like to take their career and what progression routes they'd like to follow.

Students will study the following units -

1. Anatomy and Physiology
2. Fitness Training and Programming for Health, Sport and Well-being
3. Professional Development in the Sport Industry
4. Application of Fitness Testing

The course is assessed through a wide variety of methods. Two units will be externally assessed, including one written exam and one pre-released task, which will be set and marked by Pearson. The remaining units will be internally assessed using assessment methods such as written reports, logbooks, presentations and practical performance. Each individual unit is graded Pass, Merit, Distinction or Distinction \*. On successful completion of the Diploma it is possible to progress into Higher Education to study in the following areas:

- Sport and Exercise Studies
- Physical Education Teaching (primary and secondary)
- Sport Therapy
- Coaching Science
- Health, Sport Performance and Nutrition
- Sport Development
- Fitness Instructor/Personal Trainer

Past students have gone onto Higher Education on one of the many sports degree courses available, or have obtained employment within the fitness industry, sport development centres or community football coaches.

**“BTEC SPORT HAS BEEN INCREDIBLY ENJOYABLE AND EYE OPENING THIS YEAR. IT HAS GIVEN ME AN INSIGHT INTO THE WIDER OPPORTUNITIES THAT THERE ARE IN THE SPORTS INDUSTRY. IT HAS ALSO MADE ME REALISE THERE IS MORE TO SPORT THAN JUST PLAYING IT, I HAVE LEARNT ABOUT THE HUMAN BODY, APPLYING FOR JOBS IN SPORT AND HOW WE CAN CHANGE PEOPLE’S LIVES WITH SPORT.”**

Leah Berry

# TRAVEL AND TOURISM

## BTEC LEVEL 3



### WHY STUDY TRAVEL AND TOURISM?

Travel and Tourism has grown to be a popular option choice for students at Trinity. This is a two year course and the qualification is equivalent to one A-level. It is suitable for students who have a keen interest in Travel and/or Tourism. It is a dynamic subject that is constantly evolving and changing with people's preferences on where they go on holiday, or making decisions on where to travel based on external factors beyond our control. If you have ever thought about a career in the travel, leisure or tourist industry, then this course provides you with the foundation for those vocations. Even if you haven't, there are a wide variety of transferable skills that can be learnt that apply to a range of careers.

### COURSE CONTENT

As the qualification is worth the equivalent of three grades, students will complete 10 units. Two of these will be externally assessed in an exam, whilst the remainder of the units made up of assignments. These assignments vary from written reports, labelling maps with location specific information as well as presentations. The class teacher will grade students on this work, which is then checked by the exam board. Units will range from studying Travel and Tourism in the UK, to Customer Service, Visitor Attractions and International Destinations to name several.

### ASSESSMENT DETAILS

Pearson BTEC Level 3 National Extended Certificate in Travel and Tourism is the new BTEC National that we will be studying from 2020. The new course will follow other reformed BTECs where there is a greater emphasis on external assessment. There are three mandatory units of study, plus one optional one which will be decided closer to the course commencing: Core units (these must be studied) 1. The World of Travel and Tourism – Unit assessed via external exam 2. Global Destinations – Unit assessed externally via a set piece of work set by the exam board which students have a certain amount of time in which to complete 3. Principals of Marketing in Travel and Tourism – Unite assessed internally, similar to Unit 2.

### WHERE WILL TRAVEL AND TOURISM TAKE YOU?

Since 2010 Tourism has been the fastest growing sector in the UK in employment terms. Britain is forecast to have a tourism industry worth over £257 billion by 2025. (Visit Britain)

On successful completion of a BTEC Level 3 in Travel and Tourism, students may progress into a growing employment market or continue their study in Travel & Tourism at a higher level or University.

**“I THINK TRAVEL AND TOURISM IS A GREAT CHOICE AS ITS ENGAGING, FUN AND YOU GET TO DO LOTS OF THE COURSE ON PLACES THAT YOU CHOOSE. FOR IT WAS ESPECIALLY GOOD AS I LIKE TO LEARN ABOUT THE WORLD AROUND ME AND HOW FACTORS, SUCH AS TOURISM EFFECTS IT.”**

Freddie Scott



# UNIFORMED PUBLIC SERVICES

## BTEC LEVEL 3



### WHY STUDY UNIFORMED PUBLIC SERVICES?

If a career working for the Police, Fire, Ambulance, Prison Service, the RAF, British Army or Navy interests you; this course is ideal. It aims to develop the essential employability skills and personal qualities, needed for a successful entry to Public Services through a wide range of theoretical, fitness based and practical activities. Throughout the course, learners will be provided with opportunities to apply all these skills and qualities in real or simulated work contexts.

### COURSE CONTENT

The Level 3 programme in Protective Services will give individuals an insight into the realities of working in a uniformed protective service. This qualification is designed to support learners who are interested in learning about the uniformed protective services sector.

The course will provide you with specialist, industry-relevant knowledge, understanding and skills that are necessary for pursuing a career in a range of uniformed services. Over the course of the programme, you will study a range of specialist units and participate in a number of trips, visits, events, and activities that will set you on the path of your chosen career.

Education to study in the following areas:

- Behaviour and Discipline in the Uniformed Protective Services
- Government and the Protective Services
- Skills for Outdoor Activities and the Uniformed Protective Services
- Introduction to Criminology
- Principles of Managing Security Threats
- Professional Development in the Uniformed Protective Services

### ASSESSMENT DETAILS

The qualification is equivalent to one A Level. Pupils will complete three mandatory units and one external assessment. The units undertaken within this course will combine an external exam, practical work and coursework projects.

Assignments set will have an agreed hand in date that will need to be met in order to meet the awarding body guidelines. Some units will also need you to complete externally set and marked assessment material in addition to your portfolio work

Students are expected to spend additional study hours in order to successfully complete this programme. You will also need to complete research and homework on a regular basis to improve your overall knowledge and understanding.



### WHERE WILL UNIFORMED PUBLIC SERVICES TAKE YOU?

Following the completion of this course, this may lead you to further study with an apprenticeship or undergraduate degree at university. This can then lead to a career path within the following Uniformed Protective Service: RAF, Navy, Royal Marines, Coast Guard, Fire Fighter, Police Officer, Probation Officer, Young Offenders Team, NHS Administration, Police Civilian Administration, communication and Technology (control room), Security Officer, Criminal Courts Administrator, PCSO, Court Administration, Social Support Worker.

**“I HAVE A REAL INTEREST IN JOINING THE PUBLIC SERVICES AFTER I LEAVE SCHOOL. BY UNDERTAKING THIS COURSE, IT HAS GIVEN ME THE OPPORTUNITY TO IMMERSE MYSELF IN A MIXTURE OF THEORETICAL TASKS AND PRACTICAL ACTIVITIES. IT HAS DEFINITELY IMPROVED MY UNDERSTANDING OF A RANGE OF PUBLIC SERVICE JOBS AS WELL AS THE EFFECTS THESE SECTORS HAVE ON OUR SOCIETY. IT HAS REALLY DEVELOPED MY LEADERSHIP AND TEAMWORK SKILLS AND THE ROCK-CLIMBING COURSE WAS REALLY FUN.”**

Finley Harding

# FOOD SCIENCE AND NUTRITION

## WJEC LEVEL 3



### WHY STUDY FOOD SCIENCE AND NUTRITION?

The market value of the health and wellness industry currently lies at approximately 125 billion pounds. It is an immensely exciting time to be studying and entering into the field of health and nutrition. An understanding of food science and nutrition is relevant to many industries and job roles. Care providers and nutritionists in hospitals use this knowledge, as do sports coaches and fitness instructors. Hotels and restaurants, food manufacturers and government agencies also use this understanding to develop menus, food products and policies that support healthy eating initiatives.

This course instils fundamental life skills into students and ensures they are well equipped to lead a healthy adult life. This course will enable students to demonstrate an understanding of the science of food safety, nutrition and nutritional needs in a wide range of contexts. It will provide students with opportunities to gain practical skills to produce quality food items to meet the needs of individuals.

### COURSE CONTENT AND ASSESSMENT DETAILS

#### Level 3 Certificate

This is comprised of two assessments; one internal assessment worth 50% of the final grade and one external assessment worth 50% of the final grade.

The external assessment is a 105 minute examination. There are six core learning outcomes that are studied and assessed through one main unit:

#### Unit 1: Meeting Nutritional Needs of Specific Groups

Topics studied within this include food safety, nutrition, planning menus and planning and making complex dishes. Grading for this Level 3 Certificate is either Level 3 Pass, Level 3 Merit or Level 3 Distinction.

#### Level 3 Diploma

The Diploma is most beneficial for individuals considering careers within Catering or Food and Nutrition industries. The Diploma covers the Unit 1 content from the Certificate and then students must complete Unit 2 and then choose one of two further units.

#### Mandatory units: Unit 1: Meeting Nutritional Needs of Specific Groups

**External assessment: 105 minute examination. Internal assessment:**

#### Unit 2: Ensuring Food is Safe to Eat

Learners will develop an understanding of hazards and risks in relation to the storage, preparation and cooking of food in different environments and the control measures needed to minimise these risks.

**External assessment: 8 hour controlled assessment undertaken in school (not completed in one session.)**

#### Optional units: Unit 3: Experimenting to Solve Food Production Problems

Learners will use their understanding of the properties of food to plan and carry out experiments. The results of the experiments would be used to propose options to solve food production problems.

#### Unit 4: Current Issues in Food Science and Nutrition

Learners are to plan, carry out and present a research project on current issues related to food science and nutrition.

**These two optional units will be internally assessed and externally moderated. The time allowance for these assessed units will be published at the time of assessment.**

### WHERE WILL PRODUCT FOOD SCIENCE AND NUTRITION TAKE YOU?

Successful completion of the Certificate or Diploma may help you progress to university where you could study one of the following subjects from this far from exhaustive list: Human Nutrition, Public Health Nutrition, Food Science and Technology, Dietetics, Psychology, Sociology, Sports Science, Sports Performance. This qualification could also lead to employment or apprenticeships. Communication and research skills gained from this course will be transferable to any form of employment but a huge range of practical skills and theoretical knowledge will help students lead a healthier and more independent adult life.

**“FOOD SCIENCE HAS BEEN A HUGE PART OF MY 6TH FORM EXPERIENCE. NOT ONLY HAS IT TAUGHT ME VALUABLE LIFE SKILLS, IT HAS ALSO GIVEN ME A QUALIFICATION THAT WILL BE USEFUL IN THE FOOD SERVICE INDUSTRY.”**

Jasmine Turner

# TRAVEL AND TOURISM

## BTEC LEVEL 2



### WHY STUDY TRAVEL AND TOURISM LEVEL 2?

Travel and Tourism at Level 2 is Trinity's widening access course. The academic criteria is lower for this course to support students who have not achieved the required results for Level 3 study at Sixth Form. This is a full time qualification that adds to students' list of qualifications and is run over the course of one year. This gives students an opportunity to focus on one course and if they successfully complete the course by the end of the year and achieve a Merit overall for all units, they will be eligible to apply for Level 3 BTECS the following year. This extra year of study gives students the opportunity to hone their skills and gain success and momentum on a BTEC pathway.

The Level 2 BTEC First in Travel and Tourism aims to inspire and enthuse learners to consider a career in the travel and tourism sector, by giving learners the opportunity to gain a broad knowledge and understanding of, and develop skills in, the travel and tourism sector. Upon completion of this course, there may be the opportunity to progress to a more specialised Level 3 tourism course or an apprenticeship within the sector, for example posts in travel agencies, visitor attractions and the tourist information centre.

### COURSE CONTENT

There are ten core units which we have to study that revolve around the UK tourist industry. The first unit looks at the main types of tourism in the UK, and the contribution that the industry makes to the economy. The second unit then explores the variety of UK tourist destinations that visitors can experience. Finally, the third unit looks at customer service within the industries that fall under travel and tourism. The remainder of the course is comprised of one optional unit, which will most likely be on the international part of travel and tourism, where we will explore various destinations and the factors that affect worldwide travel and tourism.

### ASSESSMENT DETAILS

BTECs have changed in recent years to include some form of external assessment. For this course Unit 1 (The UK Travel and Tourism Sector) is a 75 minute exam made up a number of structured questions. The other three units are internally assessed and made up of a number of tasks written by the teacher and completed in class. Grading in BTEC is different to other A Levels and GCSEs, with students achieving Pass, Merit, Distinction or Distinction\*. As this is a Level 2 course, these grades are equivalent to GCSE grades.

### WHERE WILL TRAVEL AND TOURISM TAKE YOU?

Since 2010 Tourism has been the fastest growing sector in the UK in employment terms. Britain is forecast to have a tourism industry worth over £257 billion by 2025. (Visit Britain)

On successful completion of a BTEC Level 2 in Travel and Tourism, students may progress into a growing employment market or continue their study in Travel and Tourism at a higher level.

**“I HAVE CHOSEN THIS SUBJECT AS IT BROADENS YOUR KNOWLEDGE OF THE WORLD OF TRAVEL AND TEACHES YOU ABOUT HOW DIFFERENT BUSINESSES AND ORGANISATIONS OPERATE. TRAVEL AND TOURISM ALSO HIGHLIGHTS DIFFERENT CULTURES AND WIDENS OUR KNOWLEDGE ON DIFFERENT PEOPLE'S NEEDS IN ACCESSING THE TRAVEL AND TOURISM INDUSTRY.”**

Abbie Foster







# LEADERSHIP



**Mr S Kenneally**  
Assistant Headteacher  
for Character Education

## WHAT IS LEADERSHIP?

Character Education is playing an increasingly important part of Secondary Education. This relates to children being given the necessary opportunities during their time at Secondary school to learn key life skills for their future. This includes many different areas: having good morals; being responsible for their own actions; being independent; being well mannered, becoming active members of society and given the opportunity to lead.

Our mission at Trinity is to provide an excellent education for all and dramatically improve the lives of our children and young people by providing high-quality education and experiences.

The ethos of the school encourages students to get involved as much as possible across the whole community; not just academically but also outside the classroom and away from their studies. As students embark on their sixth form studies in Year 12 there are a number of leadership opportunities from charity leaders, eco leaders, performing arts leaders, sports leaders, and our student newspaper.

In order to develop our Year 13 students to become leaders within the school, and future leaders within their communities, Sixth Form students and staff help to choose our head students and deputies each year, and these Year 13 students play a vital role in the school leadership, including attending governors' meetings.

Sixth formers are invited to choose a role on the basis of where their skills and interests lie. Each leadership role has a clearly demarcated area of responsibility. A job specification explains each role, the work involved and the typical outcomes expected. Application for a leadership position is made to the member of staff overseeing the role in question; together with senior staff that members of staff will make the appointment, provide training and hold the student accountable.

At Trinity, we are proud to offer a first-class learning experience for our pupils. There are countless opportunities that are available for your child to flourish and grow in 21st century Britain.





# SOCIAL AND ENRICHMENT EVENTS



The intimate nature of Trinity's 6th form gives it a unique advantage in organising student run social events. The close-knit, inclusive community of our 6th form gives plenty of opportunities for making friends and socialising, epitomised by the end of year celebration of our Prom.

As well as the Prom, the 6th form organises meals, paintballing and theatre trips – a huge advantage of Trinity is the high level of student involvement in the 6th form. If there's any social event people have interest in, you can be sure someone will organise it. In addition to these, there are academic events – regular University trips, along with numerous subject trips, such as to the Houses of Parliament and Iceland to name but a few.

There is also the opportunity to take part in World Challenge and Camps International, the most recent being an expedition to Sri Lanka with the next scheduled trip heading to Swaziland and Mozambique.



# INTERNATIONAL TRIPS

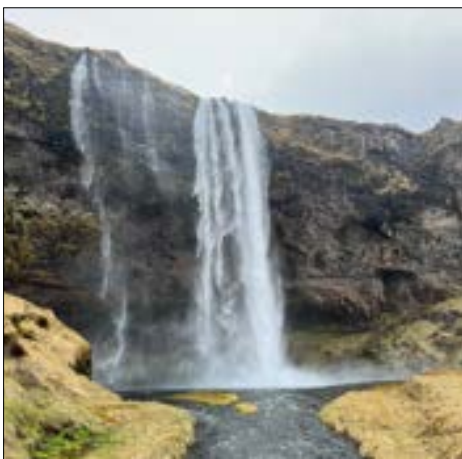


Every two years Trinity runs a showcase overseas trip. By popular demand, Easter 2022 saw us returning to Iceland for a five day trip aimed at giving students the opportunity to see first-hand the incredible landscapes and geographical features which make the area unique. The tour included visits to the famous Blue Lagoon, Gulfoss Waterfall, Sólheimajökull glacier (including a trek on the glacier surface), the Heimgay volcano, and a visit to the Strokkur area of hot springs and geysers, as well as several other spectacular and unique areas of geographical interest.

The trip was of enormous help to those studying A Level Geography and Travel and Tourism, as it gave them first-hand experience of material covered in three of their exam topics (tectonics, rivers and cold environments).

While the trip had a geographical focus, in the past it has proven popular and beneficial to all members of the 6th form community. Such is the range of natural features and stunning scenery in Iceland, we feel all should be given the opportunity to experience a landscape far removed from their everyday experiences in Newbury.

Our next big trip will be in 2024, either to Iceland or to some other part of the world famous for its spectacular opportunities for students to broaden their horizons. Iceland, Italy, or even California – the choice is ours. Where would you like to go...?





Trinity School

Love Lane, Newbury RG14 2DU

Tel: (01635) 510500 Fax: (01635) 510510

Email: [office@trinity.newburyacademytrust.org](mailto:office@trinity.newburyacademytrust.org)

Website: [www.trinitynewbury.org](http://www.trinitynewbury.org)

