



**Bloxham School**  
Sixth Form

# Welcome to Bloxham School from our Head of Sixth Form, Emma Exelby

Bloxham's Sixth Form offers a vibrant environment in which enthusiastic, motivated young adults will thrive. Our mission is to provide students with the skills needed to succeed in their future, fostering values of ambition, integrity and studiousness. We aim to offer the best possible Sixth Form experience that is enjoyable, meaningful and successful.

Small classes increase individual participation and allow for a more tailored approach to teaching. The excellent facilities, including a bespoke Sixth Form Centre, and broad range of activities offered encourage students to try new things, provide fantastic leadership opportunities, and help maintain a good balance between studies and fun.

Students enjoy greater independence on entering the Sixth Form, with more control and choice over their own studies and the opportunity to stand for a number of roles of responsibility. They are given new privileges and enjoy several of their own social events throughout the school year.

Supported by their own dedicated Sixth Form tutor, they are guided through the decisions affecting their life after school, with extensive help to prepare for UCAS applications and interviews. It's great to see the students develop during their two years with us, leaving as intelligent, caring young adults, confident and prepared to take the next major steps in their lives.

Alongside our unique opportunity to study for a mini MBA, we also offer a brand new mini MAPP, a taster Masters in Positive Psychology. We understand that well-being and personal development run alongside academic growth during the Sixth Form years: all are equally valued and supported.

This brochure covers the main aspects of Bloxham's Sixth Form to help students make the important decisions about the next steps in their education. It details the many courses offered at A Level, BTEC and CTEC, and highlights opportunities within the broader curriculum and the school community to tailor their Bloxham experience to suit them and their passions.

**Emma Exelby,**  
Head of Bloxham's Sixth Form



# Core Sixth Form curriculum at Bloxham

The aim of the Sixth Form curriculum at Bloxham is to provide students with the most appropriate academic courses whilst providing each student with the skills needed for the next stage of their lives and beyond.

Enrichment Opportunity	What's Involved
<b>A Levels BTEC/CTEC</b>	10 hours of taught lessons, per subject, per fortnightly cycle plus additional guided work (a minimum of eight hours per cycle (Lower Sixth) and 10 hours per cycle (Upper Sixth)).  Supervised independent study time. Two hours available for supported study during subject "drop ins".
<b>PSHE</b>	40 minutes per week taught lesson.
<b>Enrichment</b>	Bloxham Independent Project / Extended Project Qualification / MBA / mini MAPP
<b>Broader Curriculum Programme</b>	Minimum of one activity chosen per week to broaden education. Opportunities for student leadership within the programme.
<b>Community Service</b>	All Lower Sixth participate in a community service option within the Broader Curriculum programme.
<b>Games</b>	Three games afternoons each week.
<b>Spiritual, Moral, Guidance</b>	Chapel once per week, whole school assemblies twice per week and one year group assembly.  Spiritual guidance from the School Chaplain. If required, access to the school counsellor or independent listener.

# Post 16 Studies

Support and guidance will be provided to ensure that students select the most appropriate courses, both for their future aspirations and their levels of academic attainment. This will involve close liaison between students, parents, tutors, subject teachers, and heads of department. For external candidates, academic references will be sought from current schools.

Entry onto post-16 courses will be at the discretion of the Deputy Head – Curriculum. Most students begin three post-16 subjects (A Levels or BTEC/CTEC) alongside a variety of enrichment opportunities, such as the EPQ. A small number of students will take four A Levels.



## Sixth Form Centre

Sixth Form students have their own space on the school site, known as The White Lion Sixth Form Centre. The building has recently undergone extensive renovation with an exciting bespoke facility for our eldest students to enjoy.

The White Lion has inspiring learning spaces that will encourage both independent and group work, alongside spaces for socialising, including its own café.

## Sixth Form social programme

Bloxham Sixth Form offers a wide range of social opportunities, with the primary goal being enjoyment and fun. However, there is a secondary aim to develop the social and communication skills required as students move forwards in life.

There is one Social per month for both the Lower and Upper Sixth, which range from karaoke nights to black tie dinners. These are mainly held in The White Lion Sixth Form Centre from 8:30pm - 10:00pm. These evenings are well attended and bring both year groups together as a community. They are often planned and run by the Sixth Form Committee.



## Pastoral care

Bloxham prides itself on its pastoral care provision. Students benefit from being a member of a House and, in time, begin to take on leadership roles within their community. All students have a tutor assigned to them who will work closely with them to support their development and progression. The Housemaster/Housemistress is ultimately responsible for the welfare of the students in their House.

The House environment provides a strong sense of belonging and identity within the wider school community and will be the focus of a wide array of academic, sporting, musical and dramatic competitions and performances. A series of 'In House' evenings or days will allow a concentrated focus on topical and pertinent issues. In addition to the House team, the School also has a range of staff to support students: from the Learning Support teachers and School Counsellor, to the School Chaplain and the Senior Leadership Team.

In the Sixth Form, students increasingly have the opportunity to lead on pastoral care. We offer listening skills training to all, and students lead as: Prefects, Pastoral Prefects, Peer Listeners, Mentors and 'Buddies'. This work is both key to the 'Gold Standard of Pastoral Care' that Bloxham is known for, and also a wonderful learning opportunity for Sixth Formers.

## Boarding options

Boarding is increasingly popular as students move further up the school. Over half of Sixth Formers choose to board, rising to almost two-thirds by Upper Sixth, with many others appreciating the convenience of flexi-boarding. There is no expectation that students should board, though many prefer to stay rather than travel home after a long day of studying and activities.

Flexi-boarding gives the option of staying overnight after an evening activity, to unwind with friends after a busy day, or to speak to available teachers outside of the school day. Most Sixth Formers have their own private study bedroom in their house, making it easier to create the sense of a home away from home.

There are also opportunities to attend Bloxham's Sixth Form as a day student, joining Merton House.

# Scholarships

Scholarships are offered to Sixth Formers who display exceptional ability in Academia, Art, Drama, Music (including Organ), Design & Technology and Sport.

All scholars are expected to make an active contribution to the broader life of the school. This can take many forms and is an exciting opportunity for scholars to showcase their skills to a wider audience.

All academic scholars are invited to join the Eunoia Society, which hosts a number of lectures with guest speakers throughout the year. They are also encouraged to join the Debating Society and to take up the Extended Project Qualification (EPQ).

Scholarships bring a fee remission of up to 10% and can be paired with a means-tested bursary. Scholarship assessments are taken in November of Year 11 (Fifth Form).

For more information regarding scholarship applications, visit [www.bloxhamschool.com](http://www.bloxhamschool.com)



## Entry requirements

For entry into the Sixth Form we require a positive end of school testimonial and normally the securing of a minimum six GCSEs, including Maths and English, at grades 9-5 (or grade equivalent). Students should achieve a grade 6 or above in those subjects they wish to take at A Level. For subjects with no associated GCSE, the grades achieved in other subjects will be taken into consideration.

Certain subjects have the following entry requirements:

<b>Subject</b>	<b>Required Grade</b>
Mathematics	Grade 7 or above
Further Mathematics	Usually Grade 8 or above
Computing	Grade 6 or above in Mathematics
Sciences	Usually Grade 7 or above
Economics	Grade 6 or above in Mathematics

Entry onto A Level courses will be at the discretion of the Deputy Head – Curriculum. Most students begin three A Level subjects alongside a variety of enrichment opportunities, such as the EPQ. A small number of students will take four A Levels.

# A Level and enrichment

A Levels	Other Post-16 Qualifications	Services	Activities and Games	Activities and Games	Leadership
Art	BTEC Sport	Bloxham Primary School	Duke of Edinburgh's Award Scheme (Gold)	Rugby	School Captain
Biology	BTEC Hospitality	Sports Coaching	Astronomy	Hockey	School Prefect
Business	CTEC Business	Student Mentoring	Art	Cricket	House Captain
Chemistry	<b>Enrichment</b>	Sustainability at Bloxham	Student Newspaper	Netball	House Prefect
Computer Science	Mini MBA	Assembly Team	Chess/Scrabble	Tennis	School Council
D&T: Product Design	Mini MAPP	The Secret Garden	Debating	Athletics	Sports Leader
Drama & Theatre Studies	Extended Project Qualification (EPQ)	Photography Service	Animal Club	Cross Country	<b>Pastoral</b>
Economics	Bloxham Independent Project (BIP)	Equality, Diversity and Inclusion Group	Investor Challenge	Swimming	Pastoral Prefect
English Language & Literature	LAMDA Public Speaking		Philosophy	Squash	Peer Mentor
English Literature	Young Enterprise		Cooking	Tennis	Peer Listener
French	Sixth Form Study Skills		Academic Scholars Society	Badminton	Sixth Form Buddy
Geography	Sixth Form Lecture Programme		Digital Coding	Gym	Digital Leaders
History	Drama		Photography	Fives	'In House' Activities
Mathematics	Work Experience		Climbing	Riding	House Sacristan
Further Mathematics	Massive Open Online Courses (MOOCS)		Meditation	Clay Pigeon Shooting	<b>Spirituality</b>
Music	Eunoia		Mandarin	Golf	School Sacristan
Physical Education	Academic Competitions		Creative Writing	Rugby Sevens	Pastoral Prefect
Physics	Music		Combined Cadet Force (CCF)	Dance	Listening Skills Training
Photography	Oxbridge Preparation				
Politics	MCAT preparation				
Psychology	Bronze CREST award				
Spanish	Chemistry Olympiad				
Textiles					
Theology					

# Additional qualifications

In addition to formal qualifications, students are required to undertake an Extended Project Qualification (EPQ), a mini Master of Business Administration (MBA), mini Masters in Positive Psychology, or the Bloxham Independent Project (BIP). Tutors will help to advise which option is most suitable.

## Extended Project Qualification (EPQ)

The EPQ is a process-based qualification, requiring students to plan, deliver and evaluate their own projects. Students are assigned a supervisor who will oversee their progress. A taught element, concerning methods of research, referencing and presentation skills, is delivered throughout the process, sometimes outside of the school timetable. Students begin work on the EPQ in the Michaelmas Term of the Lower Sixth year and aim to complete it by December of the Upper Sixth year.

An EPQ can be undertaken in any discipline and can take many forms – dissertation, artefact, presentation, public event. An extended project is equivalent in size to half an A Level and equivalent in standard to a full A Level (an A\* can be awarded).

It is important to note that the EPQ requires a student to work independently. Candidates work to define their own area of study and are responsible for keeping their logbook up to date and so arranging meetings with their supervisor.  
Example topics for EPQ study:

- The influence of nature and nurture in Sport
- The impact of codebreakers on the outcome of the Second World War
- An evaluation of the jury systems of France and the UK

## Bloxham Independent Project (BIP)

Similar to an EPQ or university dissertation, the BIP enables students to research any area of interest to produce a dissertation or artefact which they present to a panel of assessors.

## Mini MBA

It is also possible to study for a mini Masters of Business Administration (MBA) at Bloxham. The mini MBA is a level 3 qualification (equivalent to an A Level) and has been created in order to prepare students with the skills required for the future workplace.

Bloxham have worked alongside the University of Buckingham, in particular the Dean of their Business School, Dr. Deba Bardhan Correia, to collaborate on a qualification accredited by the University.

The course assesses key skills through a mixture of taught sessions, project work and presentations. Groups are mentored by students from the University and visit the Business School for presentation evenings.

## Mini MAPP

The Mini-MAPP is an exciting new course that examines Positive Psychology. Positive Psychology is a relatively new branch of Psychology which looks at being our best selves and how we can live meaningful lives with purpose.

This interactive course will involve exploring topics such as:

- What is Positive education? How important is it to be happy?
- Discovering your Strengths, developing coaching skills and the importance of setting goals
- How to boost Positive emotions and the power of laughter
- Overcoming obstacles and dealing with procrastination
- Application of Positive Psychology interventions to the outside world

At the end of the year, you will be awarded either a distinction, merit or pass based on your performance throughout the course. We have established links with the University of New Buckinghamshire, a leader in this field.



# Careers guidance

Within the Sixth Form, the Careers Department closely follows the Careers Education Information Advice and Guidance framework (CEIAG) and every student is given the ability to develop the self awareness and employability skills necessary to make the best-informed decisions at each stage of their academic journey.

The Careers Department delivers a comprehensive programme of careers-focused lessons, one-to-one guidance sessions, interactive events and careers fairs, guru lectures and workshops (with industry experts and business leaders), breakfast club meetings with local entrepreneurs, interview training, skills-based profiling and CV-writing, together with UCAS support and GAP year planning.

Work experience is strongly encouraged and students are given the support to find placements in relevant and skills-directed working environments.

The Careers Department works closely with the Head of Sixth Form, UCAS-support staff, teaching staff, tutors, housemasters/mistresses and external careers advisers, to ensure that each student is given a complete, multi-tiered level of support. Throughout a student's time in the Sixth Form, staff work closely together to offer assistance in making essential decisions (with important issues such as A Level option choices and UCAS applications), including offering advice about alternative routes into work, via Further Education, degree apprenticeships or traineeship schemes.

In addition to this, the Old Bloxhamist Careers Network ensures that valuable opportunities and alumni connections continue to be harnessed, even after students leave Sixth Form. Old Bloxhamists have gone on to work in a variety of industries and regular networking events (organised by the Development Office), give current and former students access to a rich programme of ongoing, careers-networking events.

## Example Destinations of Recent Leavers

### **Bath:**

- Biology
- Business
- Civil and Architectural Engineering
- Economics

### **Birmingham:**

- Computer Science
- English Literature

### **Birmingham City:**

- Midwifery

### **Brighton**

- Mechanical Engineering
- Graphic Design

### **Bristol:**

- Business
- Computer Science & Maths
- Engineering
- Modern Languages
- Real Estate
- Social Policy

### **Cardiff:**

- Archaeology
- History
- Human Geography
- International Relations and Politics

### **Derby:**

- Forensic Science and Criminology

### **Durham:**

- Law with French Law
- Geography

### **East Anglia:**

- English and Drama
- History of Art and English
- Literature

### **Exeter:**

- Business
- Medical Sciences

### **Harper Adams Agricultural College:**

- Rural Estate Management
- Agriculture

### **Imperial College London:**

- Biochemistry

### **Kings College London:**

- Medicine
- Religion, Philosophy & Ethics

### **Leeds:**

- Fine Art
- HR Management
- Psychology
- Sociology

### **Liverpool:**

- Business
- Law

### **Loughborough:**

- Criminology & Social Policy
- Economics
- History
- Human Geography
- International Business
- Product Design
- Psychology
- Sports Technology

### **Manchester:**

- Biology
- Drama & Film
- Environmental Management
- Fashion Marketing
- Human Geography
- Politics & Philosophy

### **Nottingham:**

- Architecture
- Criminology
- Music & Philosophy
- Psychology

### **Newcastle:**

- Biology
- Psychology
- Sociology

### **Oxford Brookes:**

- Art
- Business Studies
- Politics & International Relations

### **Queen Mary University London:**

- Politics & International Relations

### **Warwick:**

- English Literature
- Politics, Philosophy & Law

### **York:**

- Environmental Geography





# Choosing your post-16 subjects

The combination and choice of subjects to be studied at A Level or post-16 is an important decision and will need to be taken after consultation and careful thought. At Bloxham we have set up a series of opportunities over the academic year 2022-23 to support students and their parents through this process. Key dates to note for choosing subjects and applying to Bloxham Sixth Form:

## Internal Candidates

Sixth Form Open Evening (for Fifth Form)	7th October 2022
Scholarship Entry Form Deadline	7th November 2022
Scholarship Assessments	22nd November to 24th November 2022
Students interviewed by Senior Leadership re: choices, further education and careers	November 2022
Fifth Form Parents' Evening	25th November 2022
Provisional Post-16 Subject Choices	December 2022
Second Round of Subject Choices	January 2023
Independent Careers Adviser Meetings	January 2023

## External Candidates

Sixth Form Taster Morning	7th October 2022
Whole School Open Morning	8th October 2022, 11th March 2023, 6th May 2023
Scholarship Entry Form Deadline	7th November 2022
Scholarship Assessments	22nd November to 24th November 2022
GCSE Results Day	17th August 2023
Deputy Head (Curriculum) and our Admissions Team will review GCSE results from internal and external candidates to ensure that subject choices remain appropriate.	

# A Level Biology

**Teaching Staff:** K.A. Perera (Head of Department), G.N. Webber, P.W. Sanderson, S.B. Lafford

**Examination Board:** AQA

## Why choose this subject?

Possibly to enter higher education or to pursue a specific career, but above all because you are interested in studying this challenging, innovative, practical science and because you enjoy it. Students who have previously studied Biology as part of a co-ordinated, integrated or combined science course or as a separate science at GCSE are equally acceptable as A Level candidates but they should be aware that they are likely to find the course very challenging unless they have achieved grade 7 or above at GCSE. Furthermore, it is expected that a student wishing to study Biology at A Level would have a good pass in GCSE Maths, as the mathematical skills now form a more significant portion of the Biology course.

## What do we expect from candidates?

Enthusiasm, hard work, determination, initiative and a willingness to move beyond learning facts to apply concepts to unknown situations and ask questions that probe ideas further. Wider independent reading around the subject and participation in related extracurricular activities are essential and contribute to the high performance of our candidates in examinations.

## The nature of the course

The A Level Biology course is taught over two years with external exams to be taken at the end of the Upper Sixth year. The A Level exam consists of three written papers. Paper 1 assesses the course content taught in the Lower Sixth year and makes up 35% of their A Level. This is a two hour exam consisting of a mixture of short and long answers and also an extended response question worth 15 marks. The total for this paper is 91 marks. Paper 2 assesses their Upper Sixth work in the same way as Paper 1 with the same marks and time allocations. Paper 3 is a synoptic paper that covers material over both Lower and Upper Sixth years and includes a 25 mark essay as well as 15 marks based on experimental work carried out over the two years. This is a two hour paper worth 78 marks and 30% of the final A Level grade. There are no controlled assessments for A Level Biology but students will undertake 12 specific investigations that they will be asked questions about in Paper 3.

## With which subjects might it be combined?

Biology is most frequently combined with one or more of the following: Chemistry, Physical Education, Mathematics, Physics, Psychology or Geography. However, other combinations are possible, although some candidates will find parts of the course very demanding when studied without the support of at least one other science. Candidates hoping to undertake a degree in Biological Sciences would normally be expected to have studied Chemistry at A Level.

## Higher Education and Careers

Whilst it is accepted that many students will not yet have made firm decisions about their future careers, the following list shows the variety of job opportunities for which A Level Biology is required or strongly recommended: Medicine, Biomedical Science, Veterinary Science, Agriculture and Horticulture, Forestry and Fisheries, the Scientific Civil Service, Conservation, Environmental Health, the Pharmaceutical, Food, Drink, Agrochemical and Fertiliser Industries, Technical and Medical Sales and Marketing.

In addition, there are exciting new opportunities in the expanding fields of Food Science, Biotechnology and Genetic Engineering. There will always be a requirement for good biologists. What is needed in today's biologists is a flexibility of approach coupled with the basic skills which will allow them to adapt to changing situations. However, it is also hoped that many students will appreciate the wider benefits of their biological education in employment not directly related to their studies.



# A Level Business

**Teaching Staff:** S.J. Clitheroe (Head of Department), R.S. Dann, F. Bevans Brown

**Examination Board:** Edexcel

## Why choose this subject?

Business activity affects us all, whether as consumers, employees, shareholders, savers, borrowers or entrepreneurs.

The importance of its influence on our lives is ever-growing and changing. All students, whatever career they choose to pursue, will be affected by what is studied in Business. The subject prepares students for the world of work in general and for a variety of business-related careers or higher education courses. Students are given the opportunity to develop creative and analytical thinking through investigating businesses and markets, analysing business systems, proposing improvements to business activities, investigating the importance of financial forecasting, investigating the external environment and its effects on business and investigating the growing importance of international trading.

## What do we expect from candidates?

This is a demanding and yet accessible A Level subject. It requires a genuine interest in business and the economy, an enquiring mind and the ability to develop analytical arguments based on theory and real world examples. A good standard of written English and numeracy is essential. Ideally, you should have Maths GCSE at grade 7 and English GCSE at grade 6. These abilities are more important than previous study of business at GCSE Level.

## The nature of the course

During the first year two themes are studied:

- Marketing and people
- Managing business activities

The themes studied in the second year are:

- Business decisions and strategy
- Global Business

In the second year, three exams are undertaken in order to achieve the A Level. Each exam lasts two hours and is composed of data response, case study and essay writing questions.

## With which subjects might it be combined?

The subject could be studied alongside a wide range of other A Level choices. It most naturally complements Geography, Politics and D&T, but would offer variety and work-related skills to any student.

## Higher Education and Careers

The subject offers access to a wide range of Higher Education courses in Business, Finance or Management and for many courses that have a business or vocational element.

# A Level Chemistry

**Teaching Staff:** S. Floate (Head of Department), H. Wilks, P. Clarke

**Examination Board:** AQA

## Why choose this subject?

Chemistry is a fundamental science, a fascinating and varied subject that stimulates and enables students to develop a range of skills and interests that extend beyond the classroom/laboratory.

Chemistry plays a pivotal role in modern life. Indeed, the products of chemical industries have myriad of uses, including energy production, transportation, fibres & plastics, health and well-being (agrochemicals, pharmaceuticals and foodstuffs) as well providing us with all materials which we use in our daily lives.

## What do we expect from candidates?

**Personal traits:** The Chemistry department is looking for A Level students with enthusiasm and a can-do attitude, determination to work hard, initiative and attention to detail.

**Academic traits:** A Level Chemistry is an exciting but demanding subject, consequently students would be expected to have a strong pass in GCSE Chemistry (typically grades 7-9) or in GCSE Double Science (7/7-9/9). The A Level course also contains a significant maths component and it is expected that students would have a good pass in GCSE Maths (again, typically grades 7-9). Students will be expected to complete all work set and meet all deadlines. There is a significant practical element to the course, which leads to a practical endorsement. Wider reading around the subject and participation in related extracurricular activities/competitions is essential and contributes to the high performance of the best candidates in examinations and success in the university interview/selection process.

## The nature of the course

The A Level Chemistry course builds on from the GCSE (Chemistry/ Double Science) course and is taught over two years with an internal exam taken at the end of the Lower Sixth Year and used to support predictions for university applications.

The A Level exams include three written papers be taken at the end of the Upper Sixth year.

Paper 1 (Inorganic chemistry with relevant physical chemistry) and Paper 2 (Organic chemistry with relevant physical chemistry) are both 2 hour exams and contribute 35% to the A level grade. The total for each paper is 105 marks and consists of a mixture of short and long answer questions.

Paper 3 is a synoptic paper covering material over the entire course and includes all practical skills. This is a 90 minute that contributes 30% to the A level grade. This exam consists of questions based on practical techniques and data analysis (40 marks), questions across the entire specification (20 marks) and multiple-choice questions (30 marks).

There are no controlled assessments for A Level Chemistry but students will be required to undertake 12 specific practical activities (typically six in each year of the course), the skills of which will be examined in all three exam papers.

## With which subjects might it be combined?

Chemistry is most frequently combined with Maths and/or Biology and/or Physics.

## Higher Education and Careers

Most universities offer Chemistry both as a main and a joint subject of study. Increasingly, a Chemistry degree is in demand in its own right as well as in medical, dental and veterinary fields, as well as for forensic science, pathology, occupational science and medical research.

A Level Chemistry is a pre-requisite subject for those hoping to study Medicine, Veterinary Science, Pharmacology. It is also necessary for those interested in research in Chemistry itself, Molecular Science and Chemical Engineering.

A pass in the practical endorsement will often be a pre-requisite component of any university offer for a relevant scientific degree course. Furthermore, it is highly regarded as an intellectual training for some other groups where analytical, evaluative and critical thinking skills are essential.

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# A Level Computer Science

**Teaching Staff:** A.J. Gray (Head of Department),  
N.D.P. Hollinworth

**Examination Board:** Cambridge International Examinations

## Why choose this subject?

The increasing importance of computational technologies, (Artificial Intelligence, robotics and self-driving cars being examples frequently in the news), means there will be a growing demand for professionals who are qualified in technical computing skills. This is currently an area of national skills shortage and therefore fantastic career opportunities exist. This course is excellent preparation for those students intending to pursue Computer Science at degree level, or for anyone considering any kind of career in computing.

## The nature of the course

Learners will use the skills and knowledge acquired through this course in various ways:

- to provide a general understanding of the development of computer systems, which will inform their decisions and support their participation in an increasingly technologically dependent society
- to provide the necessary skills and knowledge to seek employment in areas that use computer science
- to develop their knowledge and understanding further through higher education, where this qualification will provide a useful foundation for further study

## The course specifically covers:

- Fundamentals of programming (using Python), data structures and algorithms
- Computational thinking and problem solving
- Fundamentals of data representation, computer systems, organisation and architecture
- Consequences of uses of computing, including security, privacy and ethics
- Fundamentals of communication, networking and internet technologies
- Fundamentals of databases and data modelling

## Assessment

Paper 1: Theory Fundamentals, written examination,  
1 hour 30 minutes (AS)

Paper 2: Fundamental Problem-solving and Programming Skills,  
written examination, 2 hours (AS)

Paper 3: Advanced Theory, written examination, 1 hour 30 minutes (A2)

Paper 4: Further Problem-solving and Programming Skills,  
computer based assessment, 2 hours (A2)

This A Level is a modular course whereby students take the AS exams at the end of the Lower Sixth, with an opportunity to retake these, if required, at the end of the Upper Sixth alongside the A2 units.

## Previous learning and prerequisites

A Maths GCSE grade of 6 or above is highly beneficial, although not essential if candidates have significant prior experience of programming. Taking this subject alongside Maths is also beneficial, particularly if wanting to pursue a Computing degree course.

## Higher Education and Careers

A Level Computer Science provides a strong foundation for the study of computer science or related courses in higher education. Equally, this course is very beneficial for candidates intending to pursue other routes into this industry (e.g. degree apprenticeships or directly into employment).





# A Level Drama & Theatre Studies

**Teaching Staff:** J. Hornsby, S.W. Brassington, J.C. Single

**Examination Board:** EDUQAS

## Why choose this subject?

Drama and Theatre Studies is a practical, intellectual and artistic course. Students of Drama and Theatre develop skills that are not just essential for drama but applicable to a wide range of higher education subjects and in the workplace. It develops confidence, self-expression, creative thinking, analytical skills, and teamwork. Our programme of study also includes many exciting elements: workshops, seminars, trips, public performances and opportunities to work with professional directors, actors and theatre companies.

## What do we expect from candidates?

- A highly practical approach: the new specification focuses on the practical exploration of performance texts using the work of theatre practitioners
- A high level of literacy and accuracy in written work
- A willingness to read widely around the subject and undertake private research to underpin taught content
- An ability to collaborate with others



## Course Outline

Component	Outline of A Level	Assessment
<b>Component 1</b> 60 Marks - 20%	<b>Theatre Workshop</b> Non-examined assessment	<ul style="list-style-type: none"><li>• Creative log 3000 words (30 marks)</li><li>• Devised re-interpretation of performance/design realisation (30 marks)</li></ul>
<b>Component 2</b> 120 Marks - 40%	<b>Text in Action</b> Externally assessed by visiting examiner	<ul style="list-style-type: none"><li>• Devised piece using techniques of an influential practitioner/theatre company (40 marks)</li><li>• Performance of a text performed in a different style (40 marks)</li><li>• Process and evaluation report 1300-1600 for each performance (40 marks)</li></ul>
<b>Component 3</b> 120 Marks - 40%	<b>Text in Performance</b> Written examination	<ul style="list-style-type: none"><li>• Written Exam 2hrs 30 mins (80 marks)</li><li>• The paper assesses students' ability to realise three complete performance texts from page to stage in light of a practitioner.</li></ul>

## With which subjects might it be combined?

Most subjects would complement Drama and Theatre, particularly English Literature, History, and Art. Students often select it as a contrasting subject in a range of combinations, including Maths and Sciences. What matters most is passion for the subject.

## Higher Education and Careers

There is clear evidence that Theatre Studies facilitates acceptance to Russell Group Universities, particularly for Law courses and for essay-based subjects. Some may pursue a career in the industry by auditioning for Drama Schools. Whatever the route, the transferable skills gained on the course will be formative and provide a distinct advantage for the future.

# A Level DT: Product Design

**Teaching Staff:** T.M. Skevington, R. Broady-Bennett

**Examination Board:** Edexcel: Advanced GCE in Design and Technology (Product Design) (9DT0)

## Why choose this subject?

Product Design should be chosen if you studied and enjoyed Design Technology at GCSE, are good at practical problem-solving and if you are interested in design or want to follow a career in any form of design or engineering. The specifications at both GCSE and A Level favour an iterative design process. The traditional subject boundaries have been removed to allowing greater freedom of movement with students able to work in different materials and with different technologies far more easily.

## What do we expect from candidates?

Students should preferably have studied a design-based course before. The Design Technology GCSE is an ideal starting point. Those choosing to do this subject must be prepared to work hard on the coursework units that start in the first term and which incorporate a significant amount of ICT including CAD/CAM. Students must apply their understanding and knowledge from other subject areas, with a particular focus on Mathematics, which has 15% content.

An open mind, creativity and flexibility in approach is essential.

## The Nature of the Course

The course aims to equip students with the ability to recognise design needs and to develop an understanding of how current global issues, including integrating technology, impact on today's world. They will also need to consider the impact on the environment of their designing and making activity and to work towards more sustainable solutions to the problems they are solving.

The design challenges in the Lower Sixth will give students the freedom to take design risks and innovate in a situation where it is safe to test and refine ideas. This will give them the confidence at A Level to further develop these skills in their own design brief with a client or user group.



## Course Outline

Component	Overview of A Level	Assessment
<b>Component 1</b> 50% of qualification	Principles of Design and Technology	<ul style="list-style-type: none"><li>• Written Exam: 2hrs 30 mins, 120 marks</li><li>• The paper includes calculations, short open and open response questions, as well as extended writing questions.</li></ul>
<b>Component 2</b> 50% of qualification	Independent Design and Make Project	<ul style="list-style-type: none"><li>• Non-examined assessment 120 marks</li><li>• The Design and Make project, is internally assessed and externally moderated</li></ul>

## With which subjects might it be combined?

The majority of students combine Design and Technology with any of the following subjects: Maths, Physics, Art, Computer Science, Theatre Studies or Business Studies. Other successful combinations have included Biology and Geography. It is a multidisciplinary subject which lends itself to many combinations.

## Higher Education and Careers

D&T: Product Design, is suitable and recommended in combination with the subjects mentioned above for courses and careers in Design and Engineering. It also suits Agriculture, Architecture, Business Media and Surveying. These are just some of the more obvious broad areas that give a hint of the range of opportunities available. It is also a suitable qualification for many other careers.



# A Level Economics

**Teaching Staff:** S.J. Clitheroe (Head of Department)

**Examination Board:** Edexcel

## Why choose this subject?

The subject helps to develop a logical, analytical approach to the complex problems arising from economic activity at a personal, business and national level. It encourages an interest in and understanding of current economic issues and institutions.

## What do we expect from candidates?

A readiness to keep abreast of economic issues is expected, through reading newspapers and watching news and current affairs programmes. A good standard of written English and numeracy is essential. Ideally, you should have Maths GCSE at grade 7 and English GCSE at grade 7. To study Economics at university students will normally be expected to have studied Maths to A Level.

## The nature of the course

The first year of study provides a broad overview of both micro and macro economics, covering areas such as:

- how markets work
- why markets fail and the possible policy remedies
- the key measures of economic performance
- the main objectives and instruments of government policy

The second year of the course is more specialised and requires more searching analysis and evaluation. Topics for study include:

- the nature of competition and pricing in markets
- the role of international trade and exchange rates
- poverty and inequality in developing countries
- promoting growth and development

Assessment is at the end of the two years. There are three exams each lasting two hours, comprising short answer, data response and essay writing questions.

## With which subjects might it be combined?

As a genuine social science, Economics is compatible with both Humanities and Science A Levels. The most closely related subjects are Maths, History, Politics and Geography.

## Higher Education and Careers

Economics is without doubt a valued qualification for Higher Education where it is recognised that the skills developed such as scientific analysis and the ability to express oneself fluently and effectively on paper prepare students for higher level study.

It is particularly relevant to careers in Business, Finance and the Public Services.

## Can I study both Economics and Business Studies?

This is not really advisable as it narrows your options and top universities do not consider this to be a desirable combination.

# A Level English Language and Literature

**Teaching Staff:** G. Treeby (Head of Department), C.J. Saunders and E. Exelby (Head of Sixth Form)

**Examination Board:** Edexcel

## Why choose this subject?

This is a superb option for those students who have enjoyed the breath of texts studied at GCSE or IGCSE level. The course focuses on how language is used in context and how voice is used in different situations and for different purposes. This English option is broader than English Literature, focusing on the key genres (prose, drama and poetry), but also studying a variety of non-literary and digital texts from different forms, such as interviews, broadcasts, podcasts, blogs, screenplays and travelogues. It is this range of exposure to the written and spoken word that many students find so fascinating. Finally, there is also an independent writing element which allows for the production of a creative writing response to texts studied (fiction and non-fiction).

## With which subjects might it be combined?

Subjects which might be particularly compatible with English are History, which can inform our awareness of the context in which texts were written, Theatre Studies, which reminds students that plays are texts for performance, and Modern Languages, which explores language in use. This course might also sit particularly well with Psychology, Geography and Business, as the studied texts look at human interaction and reaction.

## What we expect from candidates and the nature of the course

English Language and Literature is not an easy option; it requires a great deal of reading, close analysis of language and the painstaking preparation of essays. It requires students to establish critical viewpoints, immerse themselves in language and articulate arguments. It is an appropriate choice for those that wish to question how linguistic interaction works. It is also a course which allows individuals to pursue their own independent interests and passions across the full range of written forms.

We cover a wide range of texts, including prose, drama and a full range of non-fiction text types. The course is taught in lessons shared between two teachers. We supplement the classroom study of texts, wherever possible, with theatre productions, student conferences, library sessions and by joining in with our society, LitSoc. Some elements of the course over-lap with English Literature, so there is some opportunity for collaborative support.

## Higher Education and Careers

A Level Language and Literature is suitable for many professions: Teaching, Creative Writing, Journalism, Advertising, Public Relations and Marketing. The breath of this course makes it particularly relevant to numerous university and career paths.

## Course Outline

Component	Section
<b>Component 1</b> <b>Voices in</b> <b>Speech and</b> <b>Writing</b> (2 hr 30 mins. exam) 40% of total	<b>Section A: Comparing Voices.</b> Students study Voices in Speech and Writing: An Anthology which includes examples of non-literary and digital texts from the 20th- and 21st century. The exam requires a comparative essay between an unseen text and an anthology text (25 marks) <b>Section B: Drama.</b> Students study one drama text: <i>A Streetcar Named Desire</i> . The focus is how writers create different voices within a literary genre. The exam requires a response to an extract from the play (25 marks).
<b>Component 2</b> <b>Varieties in</b> <b>Language and</b> <b>Literature</b> (2 hr 30 mins. exam) 40% of total	<b>Section A: Unseen non-fiction prose.</b> Response to an unseen extract in relation to a set theme, e.g. Encounters (20 marks). <b>Section B: Prose Fiction and other Genres.</b> Students study two prose fiction texts from a selected theme (e.g. <i>The Great Gatsby</i> or <i>Dracula</i> ). Exam response is a comparative essay between the two studied texts, on a set theme (30 marks).
<b>Component 4</b> Non-examined assessment (3000 word essay) 20% of total	<b>Assignment 1:</b> two pieces of original writing, one piece of fiction writing and one piece of creative non-fiction writing, following the study of two chosen texts. <b>Assignment 2:</b> one separate analytical commentary reflecting on the studied texts and pieces of writing they have produced.

Please see page 18 for details of A Level English Literature.

# A Level English Literature

**Teaching Staff:** G. Treeby (Head of Department),  
C.M. Summers (Second in Department),  
C.J. Saunders, E. Exelby (Head of Sixth Form)

**Examination Board:** Edexcel

## Why choose this subject?

As C. S. Lewis said, 'We read to know we're not alone.' The study of literature allows us to see the world differently and also allows us to connect with the experiences of others, exploring characters perhaps far removed from our everyday lives. In a more practical sense, the subject offers the opportunity to form and shape arguments, allows for the development of intellectual and critical thinking, provides an excellent grounding in professional written work and demands that we think carefully about the way language is used to shape meaning.

## What do we expect from candidates?

English is not an easy option; it requires a great deal of reading and the painstaking preparation of essays. It requires students to establish critical viewpoints, immerse themselves in language and articulate arguments. It is an appropriate choice for anyone who has the sense to question the world around them. It would suit students who have the capacity to view experience through new eyes, have open minds and are willing to engage in lively (and sometimes controversial) debate. It is also a course which allows individuals to pursue their own independent interests and passions in literature. The course is taught in lessons shared between two teachers. You will be required to write essays, prepare presentations and discuss your ideas in class. We supplement the classroom study of texts, wherever possible, with theatre productions, student conferences, library sessions and our society, LitSoc.

## The nature of the course

We cover a wide range of texts, from Shakespeare's tragedies to 21st century poetry, exploring Gothic panoramas and dystopian visions of the future along the way. The course is taught in lessons shared between two (or more) teachers. You will be required to write essays, prepare presentations and discuss your ideas in class. We supplement the classroom study of texts, wherever possible, with theatre productions, student conferences, library sessions and opportunities for further extension in evening lectures.

## Course Outline

Component	Section
<b>Component 1</b> Drama, 30% (2 hr 15 mins. exam)	<b>Section A:</b> Shakespeare. One essay response on chosen Shakespeare text (currently King Lear, Othello or Hamlet), including critical reading (35 marks). <b>Section B:</b> Other drama. One essay response on other drama text (currently <i>A Streetcar Named Desire</i> ) (25 marks).
<b>Component 2</b> Prose, 20% (1 hr 15 mins. exam)	A comparative essay on two prose texts on the theme of Science and Society (currently <i>The Handmaid's Tale</i> and <i>Frankenstein</i> ) (40 marks).
<b>Component 3</b> Poetry, 30% (2 hr 15 mins. exam)	<b>Section A (post-2000 poetry):</b> Comparative response on an unseen poem and a set poem from Poems of the Decade (30 marks). <b>Section B (pre-2000 poetry):</b> An explorative essay on a studied poet or literary movement (e.g. Rossetti) (30 marks).
<b>Component 4</b> Non-examined assessment, 20% (3,000 word essay)	There are no prescribed texts here; students are offered a free choice of two texts (including literary non-fiction), with guidance from their teacher. The focus is on independent study and research. This is an exceptionally open and exciting unit which enables freedom of exploration and depth of personal engagement.

## With which subjects might it be combined?

Subjects which might be found to be particularly compatible with English include History, which can inform our awareness of the context in which texts were written, Theology which complements aspects of critical thinking and philosophy, Theatre Studies, which reminds students that plays are texts for performance, and Modern Languages, which can benefit from the training which we provide in literary criticism. However, the richness and diversity which characterises the subject means it will sit comfortably with any number of combinations.

## Higher Education and Careers

It should be made clear that English is not to be discarded, either at A Level or as a degree subject, on the mistaken assumption that it will not qualify you for a job. English remains a highly regarded qualification and graduates are readily employed in all walks of business and professional life. A Level Literature is suitable for many professions: Teaching, Creative Writing, Journalism, Advertising, Public Relations, Law, Politics, Media and Marketing. The transferable skills gained in terms of accurate reading of complex texts and excellent written communication are highly sought after in multiple managerial and business careers.

# A Level Fine Art

**Teaching Staff:** R. Lehmann

**Examination Board:** AQA

## Why choose this subject?

To develop imagination, creativity, curiosity and practical skills. To enhance personal expression, aesthetic awareness, image analysis, conceptual thinking, as well as historical and cultural understanding. To show evidence of sustained research and effort through work journals, preparatory sheets and the production of final creative outcomes. To produce a portfolio for entry to university and Art College.

## What do we expect from candidates?

Fine Art is an exciting subject where you get to develop a host of important transferable skills and personal values. Determination, Resilience, Creativity, Curiosity, Independence, Confidence, Respect, Concentration, Co-ordination and Presentation being amongst the most obvious.

As a form of self-expression it is relevant to everyone. We therefore expect a positive attitude throughout the course and a degree of resilience to overcome the challenging moments when things don't work out exactly how you would wish.

An important part of the course is experimenting and developing your ideas and this will involve practical risks and the chance of failure. To keep going and to find a way through is where you really earn your grade. It's where the magic happens of happy accidents and the creation of artwork that makes people wonder 'how did they do that'. So don't be timid and sell yourself short. Be brave. Be curious and adopt a 'have a go and record what happens' attitude. The most productive approach will be one in which you are prepared to experiment, investigate and experience without pre-conceived ideas. To attain a top grade, you will need a high degree of technical ability and imagination, but it is quite possible to do well through hard work and honest endeavour.

## The nature of the course

All students on the course will need enthusiasm, determination, creativity and will be expected to take advantage of weekly studio prep sessions and maintain observational drawing practice to enhance visual analysis. Experimentation with a range of media is essential. It will be expected that students research the context and history of art, record their observations in a variety of media, and produce practical work and written investigations (a 3,000 word written assignment for A Level).

A grade 6 in Art at GCSE would be a good indicator of success on this course.



## With which subjects might it be combined?

The study of Art can be successfully combined with all subjects to enhance creative problem-solving skills, cultural awareness and self-expression. Good combinations would be with Maths, Physics, Geography and DT for Architecture and Engineering courses; History, English, Religious Studies and Modern Languages for History of Art.

## Higher Education and Careers

The range of options open to Art students can be very wide and Art graduates are readily employed in professions such as Publishing, the Design industry, Fashion, Advertising, Marketing, Film & Television, Education, Entertainment and Architecture. The course will also enhance the general creative thinking of those engaged in the Sciences, Law and all business enterprises. Those who wish to apply for Art Foundation courses and Art degree courses at Art School will compile a portfolio of work as part of their course and this has proved to be a useful addition at interview for Engineering and Design related subjects.

# A Level Geography

**Teaching Staff:** N.St.J.D. Pigott (Head of Department),  
C E. Evans, S.D.A. Thompson, M.A. Buckland, S.C. Russell

**Examination Board:** Cambridge International Examinations

## Why choose this subject?

Whether you are walking the dog, watching the television or lying on an exotic foreign beach, Geography is always around you and it addresses some of the major issues of the day, from planning for additional local housing to the devastating effects of global warming.

The considerable range of topics covered (encompassing both the humanities and the sciences) is one reason for the popularity of the subject. A wide range of resources are used and students are encouraged to find out how things work for themselves.

Geography also teaches a wide variety of essential skills. Candidates learn to solve problems, present arguments, write reports and analyse Geographic Information Systems. Students will research, analyse and use a wide range of ICT skills within the subject.

## What do we expect from candidates?

The most important requirement is an enthusiasm for the subject. Willingness to enter into discussion is immensely helpful whilst commitment to conscientious reading and written work is clearly essential. Candidates attend a four-day field course in South Wales at Easter in the Lower Sixth, a stimulating and enjoyable experience, as previous participants will confirm.

## The nature of the course

The CIE Specification comprises four components covering physical and human geography in core and advanced option papers each of 90 minutes. Questions range from short answer, structured questions to extended prose in the form of essays.

The physical geography course looks at hydrology and rivers, the atmosphere and weather, and rocks at core level before proceeding to coastal and hazardous environments, such as earthquakes and tropical storms, as advanced options. The human core covers population, migration and settlement in the Lower Sixth and environmental management and global interdependence, including tourism, in the Upper Sixth.

## With which subjects might it be combined?

There is some advantage as far as content is concerned in combining A Level Geography with Biology, Business Studies or Economics. Such subjects as History and English also develop similar skills. However, contrasting subjects can produce an interesting variety to a student's study programme and any combination is possible.

## Higher Education and Careers

Geography A Level is, of course, highly desirable for candidates seeking to study Geography at university. It will also be advantageous for such courses as Environmental Science, Agriculture and Leisure Management.

There are a remarkable number of careers which involve Geography: town planning, environmental monitoring, marketing and leisure management and the production of computerised maps of many kinds. Many of those who study Geography, however, will choose careers in finance, management or some other unrelated area. The wide range of skills acquired in the subject (together with the overall 'roundedness' of the student) will always be an attraction to a potential employer.

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# A Level History

**Teaching Staff:** R. Hudson (Head of Department),  
S.J. Batten, D. Bowden

**Examination Board:** OCR

## Why choose this subject?

Beyond being genuinely interesting in its own right, History has much to offer in terms of developing students' critical skills and intellectual powers. It encourages independent thinking, provides students with an understanding of cause and effect, and gives them the confidence to form their own judgements.

## What do we expect from candidates?

A sensitivity to language, an interest in ideas and the ability to argue sensibly are the main requirements. There is no major difference between GCSE and A Level History in terms of the required skillset, however the options studied are significantly different, meaning it can also be started without having studied History at GCSE.

## The nature of the course

The A Level course consists of four distinct units, three of which are assessed by an examination in the summer of the Upper Sixth. The fourth unit is a 4,000 word coursework piece on a topic of the students own choosing which is submitted by Easter of the Upper Sixth year. The particular units studied are:

- Disorder and Rebellion in Tudor England  
(40% of overall mark, 2 hour 30 minute paper)
- The French Revolution and the Rule of Napoleon  
(15% of overall mark, 1 hour paper)
- Britain 1930-97  
(25% of overall mark, 1 hour 30 minute paper)
- Coursework  
(20% of overall mark)

## Educational visits

Over the course of the two year period of study, students will have the opportunity to visit Paris on a specialist Sixth Form History trip, aimed at complementing their study of the French Revolution and the Rule of Napoleon. This is not a compulsory trip, but has proved popular in recent years.

## With which subjects might it be combined?

History combines well with English, Languages, Politics, Economics and Geography. However, historical methodology involves the same logical and objective analysis as most subjects, and so would not be out of place in any combination.

## Higher Education and Careers

The study of History provides students with a range of transferable skills of relevance to almost all degree courses. Of those studying History at university, a significant number enter the legal profession, with History graduates also heavily represented in the fields of politics, publishing, journalism, media and writing.



# A Level Mathematics and Further Mathematics

**Teaching Staff:** J.L.H. Merris (Head of Department), D.R. Best, M.J.M. Moir, H.E. Woodward, C. Bridge, A. Bowden, N. Pettitt

**Examination Board:** Edexcel

## Why choose this subject?

The mental powers which the study of Mathematics is intended to promote, such as abstract logical reasoning, analysis and synthesis, and above all, clarity of thought and expression, make Mathematics a suitable subject for the student who wishes to take a broad rather than specialised A Level course, whatever the other subjects may be.

## What do we expect from candidates?

Mathematics is a popular Sixth Form subject, both nationally and at Bloxham. However, it is not advisable for the student who finds the subject difficult to embark on the A Level course. Although determination and hard work can play a large part in achieving success, a measure of mathematical ability is essential. As a rule, a student should have achieved a grade 7 or ideally higher at GCSE. We also take part in the Senior Maths Challenge and also some have been given the opportunity to some students to take part in the Maths Feast Competition.

## The nature of the course

The course develops and extends the methods introduced at GCSE Higher Level. We offer single A Level Mathematics and Further Mathematics. Single A Level Mathematics consists of pure mathematics and an applied module which is a mix of mechanics and statistics. The Further Mathematicians are taught separately and cover the A Level material before proceeding to cover the necessary pure and applied modules. The applied modules are chosen in light of the group as we can tailor the modules to students' interests and needs.

The exams for both A Level Mathematics and Further Mathematics are taken in the Upper Sixth.

## With which subjects might it be combined?

Traditionally, Mathematics is an A Level subject which has been most often combined with Physics and Chemistry, but now many students choose to combine it with any subject.

## Higher Education and Careers

An A Level in Mathematics is very useful, and in many cases, an essential qualification in a wide variety of careers and degrees. For the scientist or engineer, the study of Mathematics beyond GCSE remains highly desirable, and the undergraduate scientist who does not have an understanding of the Mathematics specification finds this a considerable disadvantage when embarking on a university course.





# A Level Modern Languages (French & Spanish)

**Teaching Staff (French):** C. McCaffrey (Head of Department), J.A. Cochran, A. Warrener

**Teaching Staff (Spanish):** A. Kazem, B. Sainz-Pardo, E. Lesu, A.E.M Goode

**Examination Board:** AQA

## Why choose to study a Modern Language?

In increasingly uncertain times, including the impact of Brexit, the ability to communicate in other European languages will become even more sought after and valued. Studying a modern language at A Level is ideal for students who enjoy the challenge of immersing themselves in the language and cultures of France and Spain and who actively want to work hard to communicate verbally and in writing. The functional language of GCSE is quickly replaced by the more stimulating sophisticated language of opinion, argument and explanation during the course. Topics are varied and current.

## What do we expect from candidates?

The A Level courses are designed to lead students to greater competence by building on the key GCSE core skills. Students must be prepared to be enthusiastic, to work hard and to make the most of the varied opportunities during the two years - taking part in languages exchanges or cultural visits abroad, attending conversation classes with language assistants, watching foreign-language films, listening to and watching the news online or becoming language ambassadors to younger students at school. Almost all communications in class will be in target language. Topics studied are all current social issues and trends.

## The nature of the course

Core content

- Aspects of French/Spanish speaking society and social issues and trends
- Political and artistic culture and political culture
- Grammar

Options	What is Assessed?	How is it Assessed?
<p><b>Works:</b> Literary texts and films (Either two texts or a text and a film)</p> <p><b>Paper 1</b> – Listening, Reading and Writing</p>	<ul style="list-style-type: none"> <li>• Aspects of French/Spanish-speaking society: current trends and issues</li> <li>• Artistic culture in the French/Spanish-speaking world</li> <li>• Aspects of political life in the French/Spanish-speaking world</li> <li>• Grammar</li> </ul>	<p>Written exam: 2 hours 30 minutes. 40% of A Level</p>
<p><b>Paper 2</b> – Writing</p>	<p>Either two texts or a text and a film in the target language. Grammar</p>	<p>Two essays: 2 hours. 30% of A Level</p>
<p><b>Paper 3</b> – Speaking</p>	<ul style="list-style-type: none"> <li>• Knowledge of themes and your research project (see below)</li> <li>• Independent research project: One of four sub-themes ie aspects of French/Spanish speaking society: current trends, aspects of French/Spanish-speaking society: current issues, artistic culture in the French/Spanish-speaking world, aspects of political life in the French/Spanish speaking world</li> </ul>	<ul style="list-style-type: none"> <li>• Two discussions: one on a stimulus card, one about your research project</li> <li>• 21–23 minutes (including 5 minutes preparation time). 30% of AS/A Level</li> </ul>

## With which subjects might it be combined?

The study of languages can be usefully combined with any subject at A Level.

## Higher Education and Careers

With unemployment rates among language graduates the third lowest of any discipline (only Law and Teacher Training have a better record), it is obvious that the UK's scarce language skills are regarded increasingly by employers as useful, not to say essential, in many fields.



# A Level Music

**Teaching Staff:** A.J. Redpath (Director of Music), J.R.K. Ramm and visiting instrumental specialists

**Examination Board:** AQA

## Why choose this subject?

Students should choose this subject because they love music. A wide range of genres are studied from Jazz, Music for film, Baroque concertos, romantic piano music and Mozart operas. It is an obvious choice for young musicians who wish to develop performing, composing and appraising skills and is an active course which employs a healthy combination of coursework and examination.

## What do we expect from candidates?

Students must have an overwhelming enthusiasm and passion for music. This is a course which involves daily listening to, performing and composing music and enables students to really get to grips with how and why music works. A performance standard of at least grade 5 (or equivalent) on a first instrument is desirable and a similar level of musical theory would be appropriate.

Component	What is Assessed?	How is it Assessed?
<b>Performing</b>	One solo and one ensemble performance, recital of 10 minutes (minimum).	Internally moderated externally assessed. 35% of final grade.
<b>Composing</b>	Choice of one from the following: Compositional techniques (two exercises), composition (based on one of four briefs), arranging.	Internally moderated externally assessed. 25% of final grade.
<b>Listening &amp; Analysing</b>	Ability to apply and analyse music including recognising cadences, melody dictation, modulations and analysing a score. Written analysis of set works through a choice of essay questions.	Exam. 40% of final grade.

## The nature of the course

This course extends the core GCSE Music skills of performing, composing and appraising in ways which emphasise their interdependence. The majority of the content is coursework based, with the benefit of being able to select a student's best work for submission.

## With which subjects might it be combined?

Music sits comfortably with Arts, Sciences and Humanities and is a qualification which remains highly respected by universities and employers.

## Higher Education and Careers

Students are well prepared to read Music at university and pursue music based careers. The essential skills developed in the study of this subject provide a solid base for the study of both academically rigorous and creative degree courses.

# A Level Photography

**Teaching Staff:** R.D.J. Matthew (Head of Department)

**Examination Board:** AQA

## Why choose this subject?

To develop a visual awareness and critical analysis. To enhance personal expression, aesthetic pleasure, imagination, sensitivity, conceptual thinking, practical skills, as well as historical and cultural awareness.

To show evidence of sustained effort through work journals, preparatory sheets and the production of final creative outcomes.

To create a portfolio for entry to Art College and university courses.

## What do we expect from candidates?

Photography is an exciting subject where you get to develop a host of important transferable skills and personal values. Determination, Resilience, Creativity, Curiosity, Independence, Confidence, Respect, Concentration, Co-ordination and Presentation being amongst the most obvious. As a form of self-expression is it relevant to everyone. We therefore expect a positive attitude throughout the course and a degree of resilience to overcome the challenging moments when things don't work out exactly how you would wish.

An important part of the course is experimenting and developing your ideas and this will involve practical risks and the chance of failure. To keep going and to find a way through is where you really earn your grade. It's where the magic happens of happy accidents and the creation of artwork that makes people wonder 'how did they do that', so don't be timid and sell yourself short. Be brave. Be curious and adopt a 'have a go and record what happens' attitude. The most productive approach will be one in which you are prepared to experiment, investigate and experience without pre-conceived ideas. To attain a top grade, you will need a high degree of technical ability and imagination, but it is quite possible to do well through hard work and honest endeavour.

## The nature of the course

All students on the course will need enthusiasm, determination, creativity and will be expected to take advantage of weekly studio prep sessions and maintain studio practice to enhance visual analysis. Experimentation with a range of digital and darkroom media is essential. It will be expected that students research the context and history of art, record their observations in a variety of media, and produce practical work and written investigations (a 3,000 word written assignment). They will need access to their own digital SLR and additional software, including Adobe Photoshop. A grade 6 in English and Mathematics/Sciences at GCSE would be a good indicator of success on this course.

## The A Level course comprises of the following components:

**Component 1** This personal investigation consists of coursework with no time limit and is worth 60% of the marks. Students choose their own starting point and work on this throughout the course. Students develop work based on an idea, issue, concept or a series of related outcomes. It must be supported by a related written piece of 3,000 words.

**Component 2** This is an externally set assignment, worth 40% of the A Level; AQA will provide the question papers for distribution to students at the start of February. Each endorsement title will have its own paper with a choice of eight questions to be used as starting points; students will have to choose one and they will have 15 hours of supervised time. Students must produce a finished outcome or a series of related finished outcomes in the 15 hours.

## With which subjects might it be combined?

The study of Photography can be successfully combined with all subjects to enhance creative problem-solving skills, cultural awareness and self expression. Good combinations would be with Chemistry, Maths, Physics, Geography or DT for Architecture and Engineering courses. History, English, Religious Studies or Modern Languages for History of Art.

## Higher Education and Careers

The range of options open to Photography students can be very wide and graduates are readily employed in professions such as Publishing, Journalism, Design, Fashion, Advertising, Marketing, Film & Television, Education, Entertainment and Architecture. The course will also enhance the general creative thinking of those engaged in the Sciences, Law and all business enterprises. Those who wish to apply for Art Foundation courses and Art degree courses at Art School will compile a portfolio of work as part of their course.

# A Level Physics

**Teaching Staff:** J.P. Richardson (Head of Department),  
M.J. Ruck

**Examination Board:** AQA

## Why choose this subject?

Physics is fundamental to our understanding of the universe from the largest galaxy to the smallest subatomic particle. The A Level Physics course will fascinate you and undoubtedly provide plenty of challenge. You will have opportunities to develop practical skills, practise data-handling, increase your understanding of the part that Mathematics plays in Physics, use imagination, place Physics in a social or historical context, argue about issues that arise and develop your ICT skills. Physics is an excellent choice for anyone intending to study one of the STEM (Science, Technology, Engineering and Mathematics) subjects at university. It is also extremely well respected as one of the most academically rigorous A Level subjects.

## What do we expect from candidates?

It is expected that you will achieve at least a grade 7 in GCSE Physics (or double award science). Additionally, we recommend that students taking Physics should have a grade 7 or above in GCSE Mathematics. Although A Level Mathematics is not a pre-requisite for the course, it is strongly advised and those students without this may find aspects of the course difficult without additional maths lessons.

## The nature of the course

Physics is a linear course meaning that the full A Level is examined at the end of the Upper Sixth year with three 2 hour papers. There are regular tests throughout the course, and school exams at the end of the Lower Sixth, to provide a good indications of progress and your likely A Level grade.

Taught in the Lower Sixth:

- 1 – Measurements & errors
- 2 – Particles & radiation
- 3 – Waves
- 4 – Mechanics & materials
- 5 – Electricity

Taught in the Upper Sixth:

- 6 – Further mechanics & thermal physics
- 7 – Fields & their consequences
- 8 – Nuclear physics

In addition to the topics above, an attraction of the AQA course is the opportunity to study an additional, optional topic which is likely to be Astrophysics. An award will also be made by the exam board for practical skills, and a program of 12 essential experiments must be completed throughout the course. Questions on the skills and techniques required for these will appear in the exam papers and a practical assessment mark (pass or fail) will appear on your exam certificate.

## With which subjects might it be combined?

Physics is often successfully combined with Mathematics, DT and other sciences.

## Higher Education and Careers

An A Level qualification in Physics will enable students to go on to degree level studies at university, particularly if students are looking to read Physics or Engineering. For the student who wishes to pursue other career avenues, the course provides a stimulating experience and sound background, as well as developing logical thought and teaching many other widely applicable skills.

# A Level Physical Education

**Teaching Staff:** J.D.Walker (Director of Sport), P. Duncan Jones

**Examination Board:** OCR

## Why choose this subject?

The Physical Education specification offers a wide range of subject areas in an engaging format. One of the most challenging aspects of the course is the diversity of topics covered, ranging from the emergence of modern-day sport to anatomy and physiology with skill acquisition and contemporary sporting events in between. A non exam assessment is a significant part of the course, with a practical and verbal sports analysis assessment combining to make up thirty percent of the course. The practical element and development of a detailed understanding of sport, make this course very attractive to those who have a significant interest in sports, whether that be in individual or team activities. The course is also delivered in a modern and engaging way, with staff making use of a variety of teaching methods and educational technology.

## What do we expect from candidates?

Candidates will need to be regular participants in sport at a competitive level. We would also recommend that students on the A Level course have completed GCSE PE. The school also offers BTEC Sport and students may be advised to consider this course, depending on their GCSE results.

Students must clearly understand that A Level PE will require as much work as any other A Level subject and if students fully engage they will generally find a detailed, interesting and thoroughly enjoyable course.

## The nature of the course

The course is delivered over a two-year period, with many areas increasing in difficulty over that period. Students will regularly recap what they have covered in their first year throughout their second year of study, so that they can prepare as well as possible for their A Level exams. The final assessments are delivered in the form of three exams, a practical assessment and an analysis of a practical performance\*.

*\*Non-Exam assessment in one practical performance and one Performance Analysis Task*

Exam Content of Course	Percentage of A Level
Applied Anatomy and Physiology, Exercise Physiology and Biomechanics	30%
Skill Acquisition and Sports Psychology	20%
Sport and Society and Contemporary Issues in Physical Activity and Sport	20%
Performance or Coaching, Evaluation and Analysis of Performance for Improvement (EAPI)	30%

## With which subjects might it be combined?

Physical Education at A Level is a significant undertaking; it is undoubtedly a serious academic subject and it has clear links with Biology and Psychology. There are some links to Politics and History but the methods of assessment in those subjects are significantly different.

## Higher Education and Careers

The study of Physical Education at A Level provides an excellent background to support Higher Education courses and careers in sport, Teaching, Recreation/Sport and Leisure Management, Marketing, Sports Development, Coaching, Sports Science, Journalism, Sports Product Design, Physiotherapy, Sports Therapy and Strength and Conditioning.



# A Level Politics

**Teaching Staff:** R.Hudson (Head of Department),  
M.G. Price, J.D. Walker

**Examination Board:** Edexcel

## Why choose this subject?

The main reason for studying the subject at A Level is likely to be a genuine interest in Politics, and with issues such as Brexit, snap elections, leadership challenges and minority governments all dominating the headlines there has never been a more interesting time to study the subject. The A Level Politics course is extremely varied, and, in addition to studying contemporary UK Politics, students will also explore how the British political system has evolved over time through looking at the impact of events such as Magna Carta and the Great Reform Act.

Although UK Politics is an integral part of the A Level, the course also explores US Politics, allowing students to draw comparisons and contrasts between the two systems. In addition to this, the course involves the study of the ideologies of Liberalism, Socialism, Conservatism and Nationalism, allowing students to trace the development of the key political ideas that have driven political thought in the 20th and 21st Centuries. The subject will appeal to those who enjoy discussing and debating current affairs and will both broaden and deepen students' understanding of political events, issues and institutions. The course will also serve to develop the skills required to communicate effectively and to argue a case with relevance, clarity and coherence.

## What do we expect from candidates?

It is important that candidates have lively and enquiring minds, an interest in Politics and current affairs, a desire to explore new ideas and an ability to communicate their ideas effectively.

## The nature of the course

The A Level course consists of three distinct units, all of which are assessed by an examination in the summer of the Upper Sixth year.

- Paper 1 - UK Politics, and Core Political Ideas (Liberalism, Socialism, Conservatism). Length of paper - 2 hours.
- Paper 2 - UK Government and Non Core Political Ideas (Nationalism). Length of paper - 2 hours.
- Paper 3 - Comparative Politics- the Government of the USA. Length of paper - 2 hours.

## Educational visits

Over the course of the two year period of study, students will have the opportunity to visit both Parliament and the Supreme Court of the United Kingdom. In the Upper Sixth year, students also take part in the Congress to Campus event, allowing students to quiz two recently retired members of the US Congress.

## With which subjects might it be combined?

The study of Politics goes well with any combination of subjects; it has clear links with subjects such as History and Economics, whilst demanding skills of self-expression and analysis similar to a subject such as English. At the same time, adding Government and Politics to a choice of Science or Modern Language subjects adds valuable diversity.

## Higher Education and Careers

Politics is a recognised and valued qualification for Higher Education, indicating an ability to analyse, evaluate and communicate effectively. It is a valuable foundation for a career in law, business or public service.



# A Level Psychology

**Teaching Staff:** N. Guzenda (Head of Department)

**Examination Board:** AQA

## Why choose this subject?

Psychology is the scientific study of the mind and behaviour. Psychology is a multifaceted discipline and includes many sub-fields of study such areas as human development, sports, health, clinical, social behaviour and cognitive processes.

These, and many other questions about all aspects of human behaviour and experience, are studied by psychologists. If you choose this course you will develop a range of skills, including critical evaluation and analysis, independent thinking and an understanding of research methods.

## What do we expect from candidates?

It is important that the demands of this course are not underestimated. The course content, particularly terminology and essay writing is extensive therefore a – grade 6 in GCSE Mathematics, English and Science are the minimum entrance requirements. Competence in Mathematics and Biology is particularly important because approximately 20% of the course looks at Biological Psychology and up to 30% of the assessment will be research methods based.

A consistently high level of effort is required to complete an A Level Psychology qualification successfully. An ability to critically evaluate and write extended essays is a definitive must.

## The nature of the course

The course is linear and taught over two years. There are 3 papers in psychology, each paper is worth 96 marks and will last for a duration of two hours. Within the first year all work is based towards paper 1 and paper 2 with paper 3 being taught in year two. Within each exam paper there will be a minimum of four extended essay based answers.

In the first year of the course the topics studied include:

Introductory topics in Psychology: Social Influence, Memory, Attachment and Psychopathology

Psychology in context: approaches in psychology, biopsychology and research methods.

In the second year of the course the topics studied include: relationships, Schizophrenia, Forensic Psychology, issues and debates and statistical testing.

## With which subjects might it be combined?

Psychology can be successfully combined with any combination of other subjects – it sits equally well with Arts or Science subjects. It may appeal especially to those studying; English, Biology, Politics or Theology.

## Higher Education and Careers

Psychology is recognised as a valuable qualification in its own right and for university entrance in all subjects. The study of Psychology is particularly valued in professions such as; management, the media, law, marketing, teaching, human resources, forensic psychology, and the police force: indeed, any 'people' orientated career.





# A Level Textiles

**Teaching Staff:** A. Hickling (Head of Department)

**Examination Board:** AQA

## Why choose this subject?

This would be an ideal subject for anyone who has a passionate interest in exploring what can be achieved using fabric within a functional or decorative context. It provides the opportunity to develop a range of decorative skills with a more specialist approach, where success is not dependent on previous ability or background in Art. It could include fashion design in its broader context, costume design, surface pattern, printing and the construction of a wide range of products.

## What do we expect from candidates?

All students on the course will need enthusiasm, determination, creativity, imagination and will be expected to work independently outside class time. Interest in experimentation with a range of media is essential. It will be expected that students research the work of artists and designers as appropriate to their work, record their observations in a variety of media, and produce practical work.

It would be advantageous if students had some experience in either Textiles, Design and Technology or Art at GCSE level, but is not a requirement. They should be prepared to work consistently hard throughout the course and demonstrate a keen interest in the subject with a willingness to look at the work of other textile artists by visiting galleries and exhibitions.

## The nature of the course

The A Level course has two components:

### Component 1 Personal Investigation (60% of A Level)

This is a practical investigation supported by written material. Students are required to conduct a practical investigation, into an idea, issue, concept or theme, supported by written material. The focus of the investigation must be identified independently by the student and must lead to a finished outcome or a series of related finished outcomes. The investigation should be a coherent, in-depth study that demonstrates the student's ability to construct and develop a sustained line of reasoning from an initial starting point to a final realisation.

### Component 2 Externally Set Assignment (40% of A Level)

The test is in two parts: a preparatory period of approximately six weeks for initial research and investigations. This is followed by a timed 15 hour unaided test during which candidates are required to produce a final piece of work. The assignment is set by the exam board, the students choose one out of eight options.

## With which subjects might it be combined?

This subject blends particularly well with Design and Technology, Theatre Studies and Art, but has also worked well as the only creative subject within an otherwise academic choice of subjects (e.g. sciences.)

## Higher Education and Careers

It is recommended that students apply for Art Foundation rather than proceed directly onto a Degree Course from A Level. The range of career opportunities available to Textiles students is broad. It can include Theatre, Product Design, Fashion Design, Knitwear Design, Constructed and Print, Textile Manufacture/Design and Teaching.

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# A Level Theology

**Teaching Staff:** D.M.M. Herring (Head of Department)

**Examination Board:** AQA Specification A

## Why choose this subject?

A Level Theology at Bloxham leads to an A Level in Religious Studies. It is a valuable course in its own right, offering a respected academic discipline relevant to a range of careers, including Law, English, Arts and Humanities as well as Theology. Students engage with the big questions within a theological framework. They learn critical thinking, essay writing and research skills as they engage theologically with the world around them.

## What do we expect from candidates?

Students will be interested in the impact of religion on human culture, thought and experience, but they do not have to be religious themselves in any way: some of the best theologians are atheists. They will be interested in current and historical religious ideas and willing to ask questions and challenge received ideas. They will learn to think clearly and critically, and to analyse and evaluate arguments carefully. The course will involve open discussion, research, essay writing and background reading. It will draw on some of the work covered in GCSE courses, but students who have not studied Religious Studies for GCSE are able to take RS at A Level.

## The nature of the course

The A Level course has two components covering three academic areas, and there are two three-hour exams at the end of the Upper Sixth. We teach this as a linear, two year course, and do not normally offer AS level in addition to A Level.

### Component 1: Philosophy of Religion and Ethics

Section A: Philosophy of religion

Arguments for the existence of God, evil and suffering, religious experience, religious language, miracles, self, death and afterlife.

Section B: Ethics and Religion

Ethical theories, issues of human life and death, issues of animal life and death, Introduction to meta ethics, free will and moral responsibility, conscience, Bentham and Kant.

### Component 2: Study of religion and dialogues

Section A: Study of religion - Christianity

The following topics are covered: sources of wisdom and authority, God/gods/ultimate reality, self, death and afterlife, good conduct and key moral principles, expressions of religious identity, religion, gender and sexuality, religion and science, religion and secularisation, Religion and religious pluralism.

Section B: The dialogue between philosophy of religion and Christianity  
How Christianity is influenced by, and has an influence on philosophy in relation to the issues studied.

Section C: The dialogue between ethical studies and Christianity

How Christianity is influenced by, and has an influence on ethical studies in relation to the issues studied. In addition to lessons covering course content, in the Lower Sixth there is one lesson per two-week cycle on Theology skills to help prepare students to tackle the study and examination demands of the course.

## With which subjects might it be combined?

This is a useful subject for students to combine with any others, but it may appeal especially to those studying the Humanities, Philosophy, English or Politics.

## Higher Education and Careers

Religious Studies offers preparation for a wide range of further studies. Universities welcome both the content and the intellectual rigour that this course offers, and that fact that RS is strongly multi-disciplinary makes it especially valuable to those students planning to study Law, Humanities, Philosophy, Social Sciences, Arts or Politics. The Philosophy and Ethics content of the course also make it valuable for those who look to a career in a medical field.



# Alternative Post-16 Qualifications

## BTEC & CTEC

BTEC Nationals (Pearson Edexcel) and CTEC (Cambridge) are career based qualifications designed to give students the skills they need to move on to Higher Education or to go straight into employment.

They are an attractive qualification as they offer both academic and practical knowledge and skills.

At Bloxham we offer level 3 extended certificate qualifications in Sport, Business and Hospitality (Food). The qualifications carry the same UCAS tariff weighting as A Levels (see table below) and the courses have the same guided learning hours. Thus, they can be interchanged with A Levels to form a mix of post-16 qualifications.

BTEC Grading	Equivalent A Level Grading	UCAS Tariff
Distinction*	A*	56
Distinction	A	48
Merit	C	32
Pass	E	16
Unclassified	U	0

One of the major differences between the two-year linear A Levels and the BTEC /CTEC courses is the way that they are assessed. Whilst the A Levels have a series of terminal examinations the BTEC and CTEC have a mix of internally assessed assignments, internally sat but externally assessed tasks and written exams (not in Hospitality).

1. Assignments	Internally Assessed	
2. Task (vocational and synoptic)	Externally Assessed	Sat internally but in a defined window. Vocational and synoptic tasks.
3. Written Exams	Externally Assessed	Sat as an external exam

# CTEC Business

**Teaching Staff:** S.J. Clitheroe (Head of Department),  
Fergus B. Brown

**Examination Board:** OCR

## Why choose this subject?

Businesses are at the heart of the economy and this course is an ideal foundation for students to gain a theoretical background reinforced with practical skills that can be transferred into the workplace.

Students will have the opportunity to demonstrate and develop the practical application of knowledge and understanding in various areas of work and to develop research skills both independently and as a group. The two-year course is equivalent to an A Level.

## What do we expect from candidates?

This is a demanding and yet accessible subject. It requires a genuine interest in business and the economy, an enquiring mind and the ability to develop analytical arguments based on theory and real world examples. A good standard of written English and numeracy is essential.

## The nature of the course

Students will take five units over two years: three mandatory units and two optional units. The qualification is graded Pass, Merit, Distinction and Distinction\*.

Mandatory Units		
<b>Unit 1:</b> The Business Environment	External Exam	Multiple choice, short answers and 2x12 mark essay
<b>Unit 2:</b> Working in Business	External Exam	Short answer and 2x12 mark essay
<b>Unit 4:</b> Customers and communication	Internal, coursework	Internally assessed and externally moderated by OCR
Optional Units		
<b>Unit 5:</b> Marketing and Market Research	Internal, coursework	Internally assessed and externally moderated by OCR
<b>Unit 20:</b> Business events	Internal, coursework	Internally assessed and externally moderated by OCR

## With which subjects might it be combined?

The subject could be studied alongside a wide range of other A Level choices. It most naturally complements Geography, Politics and D&T, but would offer variety and work-related skills to any student.

## Higher Education and Careers

The course will help to provide students with investigative and problem solving skills that can be applied to most areas of further education and employment. Subject specific career paths include: law, banking, accountancy, finance, marketing, management, human resources and any area of business operations.

# BTEC Hospitality

**Teaching Staff:** P.G. Harvey

**Examination Board:** Pearson BTEC Level 3 National Subsidiary, Diploma in Hospitality 360 GLH (445 TQT), Equivalent in size to one A Level.

## Why choose this subject?

BTEC Hospitality offers a more vocational route than the more traditional A Level style qualifications. It is undoubtedly a challenging course, however the fact that it contains far fewer examinations, with assessment spread over two years, appeals to many candidates.

The course offers a range of topics, varying from knowing the diversity of the hospitality industry to planning and managing a hospitality event. The methods of assessment used also vary. Some assignments require detailed research and write up of assignments where others such as Contemporary World Cuisine is about writing, producing (cooking) a meal and then critiquing it. It is a qualification where you are constantly involved practically.

## How is the course assessed?

- Seven units
- Assignment based (100%)
- BTEC ask for a sample of marked work to be sent to them and agree the grades awarded
- Grading criteria is Pass (P), Merit (M), Distinction (D) and Distinction\* (D\*)

## How is the course delivered?

The course is made up of 60 credits and has three mandatory units and then four optional units. The four optional units can be chosen by the group to meet their wishes and career direction. There are four units in the Lower Sixth year and three in the Upper Sixth year. This allows for the inevitable time lost for exams in the final school year.



It is important to understand that failing an assignment will result in failing the course because of not meeting the 60 point credit value required. Multiple attempts are not allowed. The breakdown is as follows:

Term	Unit/s	Credits
1	Unit 1: The Hospitality Industry Unit 12: Contemporary World Cuisine	10 10
2	Unit 3: Providing Customer Service in Hospitality	8
3	Unit 22: Planning and Managing a Hospitality Event	10

Term	Unit/s	Credits
1	Unit 11: Asian Food Unit 14: Environment and Sustainability in Hospitality	10 10
2	Unit 2: Principals of Supervising Customer Service Performance in Hospitality, Leisure Travel and Tourism	3
3	Upgrades	

The internally assessed modules are delivered with regular coursework practice before a final internally assessed piece of coursework is submitted to the exam board after a careful process of verification and standardisation.

The vocational nature of the topic areas and varied assessment methods are certainly challenging; however, the BTEC is possibly more accessible than the A Level course, making it an attractive option.

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# BTEC Vocational Sport

**Teaching Staff:** B.J. Ford (Head of PE), R. Lovering

**Examination Board:** Pearson BTEC Level 3 National Extended Certificate in Sport (601/7218/6) 360 GLH (445 TQT) Equivalent in size to one A Level.

## Why choose this subject?

BTEC Sport offers a more vocational equivalent to the A Level qualification. It is undoubtedly a challenging course, however the fact that it contains far fewer examinations, with assessment spread over two years appeals to many candidates.

The course offers a range of topics, varying from anatomy and physiology to professional development in the sports industry. The methods of assessment used also vary, with two modules requiring coursework, one module demanding a traditional exam and one further module utilising a case study assessment.

This course now includes a first aid qualification, a coaching / officiating course and a sports leaders course, which is aimed to increase employability of our students and provide additional material for personal statements.

## How is the course delivered?

The anatomy and physiology module and professional development in the sports industry modules are delivered in the first year. This means the students have one exam and one piece of coursework in year one. This is followed by fitness training and programming for health, sport and wellbeing and application of fitness testing, providing a case study assessment and coursework in year two. The modular nature of the course means that a student's results collate over the two years. Students also have an opportunity to sit their external exam assessments twice, should they be required to do so.

The externally assessed modules are delivered in a similar way to GCSE or A Level examination courses, with the teacher's delivery gradually building towards an external assessment. The internally assessed modules are slightly different, with regular coursework practice before a final internally assessed piece of coursework is submitted to the exam board after a careful process of verification and standardization.

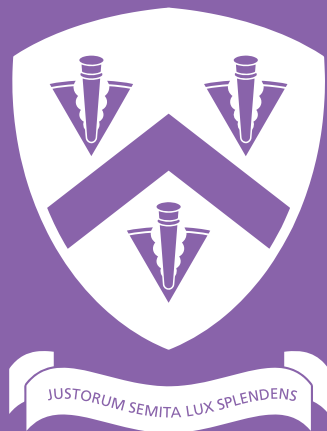
The vocational nature of the topic areas and varied assessment methods are certainly challenging; however, the BTEC is possibly more accessible than the A Level course, making it an attractive option.

The delivery of this course is supported by some additional, vocational elements which include a sports leaders course, a first aid certificate and a coaching / officiating qualification. This is coupled with some experience organising school sporting events and working with our in-house Strength and Conditioning coach.

## How is the course assessed?

- Four units:
- External assessment (67%), Practical based (16.5%), Assignment based (16.5%)

Unit Name	GLH	Assessment		Marks
Anatomy & Physiology	120	External	1.5 hour exam	80
Fitness Training and Programming for Health, Sport and Wellbeing	120	External + Synoptic	Task (completed in school from case study). Written submission	60
Professional Development in the Sports Industry	60	Internal	Assignments	D*, D, M, P
Application of Fitness Testing	60	Internal	Assignments	D*, D, M, P



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