



**St Michael's Catholic College**

**Course Information**

**September 2019 -  
July 2020**

The A level Art course at St. Michael's provides students with the opportunity to gain experience and understanding of a selection of art and design practices. You will be able to explore a variety of ways of seeing and thinking about what is around you and develop a coherent and personal visual language with which to express your ideas.

This course is aimed at creative-minded pupils and encourages an adventurous and enquiring approach to art and design. Students will develop practical skills in drawing, painting, sculpture and related activities which will enable them to express their own ideas. Students will develop an understanding of past and contemporary art and design practice.

### **Course content**

#### **The A level comprises 2 components**

##### **Component 1: Personal Investigation (60%)**

Component 1 incorporates two linked elements; Part 1: practical work and Part 2: personal study. The investigation and development for both the practical work and personal study will be shown through supporting studies.

Students will have opportunities to generate practical work, ideas and research from primary, secondary and contextual sources. They will experiment with media and processes, and develop and refine their ideas, presenting their outcomes.

#### **Part 1 – practical work**

- From personal starting points
- Students submit:
  - Supporting studies
  - Practical outcome(s)

#### **Part 2 – personal study**

- Students submit a piece of continuous prose of a minimum of 1000 words.

##### **Component 2: Externally Set Assignment (40%)**

Component 2 represents the culmination of the A level course.

Delivery of this component is delivered with appropriate guidance during the preparatory period, encouraging student independence in the development of ideas, intentions and response(s).

- Externally-set, broad-based theme.
- Sustained focus period of 15-hours controlled assessment in which students create final response(s) to the theme.

#### **Students submit:**

- Preparatory studies
- Practical outcome(s)

#### **How is the course examined?**

- An internally assessed unit of coursework per year
- An externally set examination per year

## Key Skills

Students will develop the following key skills:

- Intellectual, imaginative, creative and intuitive powers,
- Investigative, analytical, experimental, technical and expressive skills, aesthetic understanding and critical judgement,
- Knowledge and understanding of the role and achievements of artists, craftspeople and designers in the past and in contemporary society,
- An understanding of the relationship between, and the connections across the disciplines of art, craft and design.

## What will this course prepare me for?

This A-level gives students the potential to progress to university onto an art-related degree course, through a pre-degree Foundation Diploma in Art and Design. The course could also lead to a career in teaching, fashion, gallery/ museum management, architecture, interior design, graphics, film and television design, jewellery design, theatre and set design and production, TV and film, art directing or as an artist or art technician.

## What are the entry requirements?

- Students need to have achieved a grade 5 or above in Art GCSE.
- Students also need to have achieved good grades in a wide range of GCSE subjects.

## Biology A (OCR)

## A level

Biology aims to enhance your understanding and appreciation of living organisms' anatomy and physiology, how they function individually and how they interact with one another. It provides an opportunity to discuss and research issues in the news, with a focus on genetics and biotechnology. You will plan experiments, collect data, analyse experimental results and make conclusions. You will learn how scientific models are developed, the applications and implications of science, the benefits and risks that science brings and how society uses science to make decisions.

## Course content

The A Level in Biology A specification content is divided into six teaching modules and each module is further divided into key topics. There are 5 examined modules and a separate standalone qualification in practical work.

Year one of the Biology A course comprises the first four modules and learners in year two study the content of modules 5 and 6. The internally assessed Practical Endorsement skills also form part of the full A level. The skills developed can also be examined in the written exam papers. Successful completion of the practical skills element results in a Practical Endorsement on the A level certificate.

### Module 1: Development of practical skills in biology

Practical Skills: Students must carry out a series of core practical skills and maintain a lab book. The skills developed can also be examined in the written exam papers. Successful completion of the practical skills element results in a Practical Endorsement on the A level certificate.

### Module 2: Foundations in biology

### Module 3: Exchange and transport

### Module 4: Biodiversity, evolution and disease.

**Module 5:** Communication, homeostasis and energy.

**Module 6:** Genetics, evolution and ecosystems.

### **Career Value**

Biology leads to a wide range of courses and careers, including an undergraduate degree in life sciences, medicine, environmental science, forensic science or a HND, or employment in areas of biological testing, biotechnology, independent research and the food industry.

In addition, a number of other courses either specifically require or find it desirable to have an A-level in Biology. These include courses such as microbiology, medicine, veterinary medicine, biological sciences, environmental science, pharmacy and dentistry.

### **What are the entry requirements?**

Students need to have achieved grade 7 or above in both core and additional science GCSEs. For single sciences, they need to have achieved a grade 7 in Biology and Chemistry.

## **Business**

## **A level**

An A Level in Business will suit anyone who is interested in the business world; who wants to know how to get started in industry, and how to run and work within a successful business. A business qualification can open the door to literally hundreds of careers – too many to list here! Whatever route you choose to follow throughout your career, your business qualification will provide relevant knowledge whether it is marketing, management, customer services or accounting.

The course is split into four themes over two years:

### **Year 1**

#### **Theme 1**

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

#### **Theme 2**

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

### **Year 2**

#### **Theme 3**

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

#### **Theme 4**

- Globalisation
- Global markets and business expansion

- Global marketing
- Global industries and companies (multinational corporations).

Business and Economics courses remain the most popular choice at universities in the United Kingdom. A Level business allows you a broad spectrum of business operations both nationally and internationally.

### **What are the entry requirements?**

Students need to have achieved grade 5 in Maths and English.

## **Chemistry (AQA)**

## **A level**

Chemistry is the study of materials and their behaviour. These materials are from an enormous range – metals, medicines, plastics, dyes, ceramics, fertilizers and fuel to name just a few. Chemists are involved in how and why materials behave the way they do and how we can create or modify materials to better suit our needs. This course introduces you to the fundamentals of Chemistry and is a necessary choice for those interested in careers in Medical, Veterinary and Chemical Sciences, but chemistry combines well with many other A Levels.

A Level Chemistry is suited to pupils who have an interest in, and enjoy chemistry and are keen to find out about how things work in the real world. Pupils should enjoy applying their mind to solving problems and have a logical, organised approach to learning.

### **Course content**

**There are 5 examined modules and a separate standalone qualification in practical work.**

#### **Practical Skills:**

Students must carry out a series of core practical skills and maintain a lab book. The skills developed can also be examined in the written exam papers. Successful completion of the practical skills element results in a Practical Endorsement on the A level certificate.

**Module 2:** Foundations in chemistry – students cover key concepts required throughout the remaining modules.

**Module 3:** Periodic table and energy

**Module 4:** Core organic chemistry

**Module 5:** Physical chemistry and transition elements

**Module 6:** Organic chemistry and analysis

### **Key skills**

Students will develop the following key skills:

- appreciate how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society,
- develop and demonstrate a deeper appreciation of the skills, knowledge and understanding of how science works,
- develop essential knowledge and understanding of different areas of chemistry and how they relate to each other.

### **Career Value**

Whilst many job opportunities specifically using chemistry require higher qualifications, most laboratory-based jobs benefit from a chemistry qualification, for instance dental assistant or veterinary assistant. Many employers view success at A-level Chemistry as a clear indication of sound

academic ability. Many science-based university courses have a significant proportion of Chemistry content and an A-level in Chemistry is excellent preparation for such further study. Such courses include medicinal chemistry, forensic science, toxicology and pharmacology.

In addition, a number of other courses either specifically require or find it desirable to have an A-level in Chemistry. These include courses such as chemical engineering, medicine, veterinary medicine, biological sciences, environmental science, pharmacy and dentistry.

### What are the entry requirements?

Chemistry requires good scientific and mathematical skills. Students need to have achieved a grade 7 or above in both GCSE Core and Additional Science, or GCSE Chemistry. It would be beneficial for students taking Chemistry to consider taking A Level Maths also.

## Computer Science

## A Level

### The Vision – why choose A Level Computer Science?

OCR A Level Computer Science is a practical subject where you can apply the academic principles learned in the classroom to real-world systems. It is an intensely creative subject that combines invention and excitement, that can look at the natural world through a digital prism. The course highly values computational thinking, helping you to develop the skills to solve problems, design systems and understand the power and limits of human and machine intelligence. These are the concepts that lie at the heart of the Computer Science qualification. They will be the best preparation for those of you who want to go on to study Computer Science at a higher level and will also provide a good grounding for other subject areas that require computational thinking and analytical skills.

### Specific Benefits of A Level Computer Science

- The new qualifications will be focused on programming, will build on our GCSE Computing and emphasise the importance of computational thinking as a discipline.
- There will be an expanded maths focus, much of which will be embedded within the course.
- Computational thinking will be at the core of the new specifications.
- The A Level will consist of three components, two of which will be externally marked question papers making up 80% of the qualification.
- The other 20% will be the coursework project, which will retain its current qualities but will be more focused, with a greater emphasis on coding and programming with a simple assessment model and marking criteria.

### What are the entry requirements?

Students need to have achieved grade 6 or above in Maths

### ASSESSMENT

Component	Assessment	Weighting	Marks and duration
01 Computer systems	Externally marked question paper	40%	140 marks/2 hrs 30mins
02 Algorithms and programming	Externally marked question paper	40%	140 marks / 2 hrs 30mins
03 Programming project	Internally assessed Externally moderated	20%	70 marks

Component		
<b>01 Computer systems</b>	Mix of question types: including short-answer, longer-answer and banded mark-scheme-type questions.	<p><b>The characteristics of contemporary processors, input, output and storage devices:</b> Components of a computer and their uses.</p> <p><b>Software and software development:</b> Types of software and the methodologies used to develop them.</p> <p><b>Exchanging data:</b> How data is exchanged between different systems.</p> <p><b>Data types, data structures and algorithms:</b> How data is represented and stored in different structures and the use of different algorithms.</p> <p><b>Legal, moral, cultural and ethical issues:</b> Laws surrounding the use and ethical issues that can arise from the use of computers.</p>
<b>02 Algorithms and Programming</b>	Two sections: <b>A</b> – Traditional questions concerning computational thinking. Mix of question types: including short-answer, longer-answer and levels of response mark scheme-type questions. <b>B</b> – Scenario/task contained in the paper, which could be an algorithm but will involve problem solving. Short-answer, longer-answer questions, and levels of response mark-scheme type questions.	Sections A and B <p><b>Elements of computational thinking:</b> What is meant by computational thinking?</p> <p><b>Problem solving and programming:</b> How computers are used to solve problems and programs can be written to solve them.</p> <p><b>Algorithms:</b> The use of algorithms to describe problems and standard algorithms.</p>
<b>03 Programming project</b>	Candidates and/or centres select their own user-driven problem of an appropriate size and complexity to solve. This will enable them to demonstrate the skills and knowledge necessary to meet the Assessment Objectives.	Analysis of the problem Design of the solution Implementation of the solution Evaluation

Are you a group player, a critical thinker? Do you like performing? Do you like to read and explore plays from a variety of eras? Are you interested in how a director/actor/designer produces a show? Then this is the A Level for you.

**Course content/structure:****Component 1: Theatre Workshop**

Non-exam assessment: internally assessed, externally moderated

20% of qualification

Learners will be assessed on either acting or design.

Learners participate in the creation, development and performance of a piece of theatre based on a reinterpretation of an extract from a text chosen from a list supplied by WJEC. The piece must be developed using the techniques and working methods of either an influential theatre practitioner or a recognised theatre company. Learners must produce:

- a realisation of the performance or design
- a creative log.

**Component 2: Text in Action**

Non-exam assessment: externally assessed by a visiting examiner

40% of qualification

Learners will be assessed on either acting or design.

Learners participate in the creation, development and performance of two pieces of theatre based on a stimulus supplied by WJEC:

1. a devised piece using the techniques and working methods of either an influential theatre practitioner or a recognised theatre company (a different practitioner or company to that chosen for Component 1)
2. an extract from a text in a different style chosen by the learner. Learners must realise their performance live for the visiting examiner. Learners choosing design must also give a 5-10 minute presentation of their design to the examiner. Learners produce a process and evaluation report within one week of completion of the practical work.

**Component 3: Text in Performance**

Written examination: 2 hours 30 minutes - 40% of qualification

Sections A and B - Two questions, based on two different texts, one written pre-1956 and one written post-1956.

Section C - A question based on a specified extract from: *The Curious Incident of the Dog in the Night-Time*, Mark Haddon, adapted by Simon Stephens.

**Career Value**

Students will go on to study a range of subjects as well as Drama at degree level including Psychology, Sociology, Law, Business, social sciences, Media and English Literature to name a few. Drama provides students skills that allows them to be confident, organised, independent, critical thinkers that are a credit to any workplace, therefore opening doors to a number of different career pathways.

**What are the entry requirements?**

Students need to have achieved grade 5 (or above) in English and/or Drama.

“Economics is the most powerful of the social sciences. Its principles provide us with unparalleled analytical tools to interpret the world around us and to shine a light on all of the great challenges that face humanity – how to grow economies, tackle unemployment, grapple with environmental issues, reduce crime and even understand demographic change. If you are interested in current affairs, politics, history, business or finance, you must study economics.”

There are regular classroom discussions, which encourage students to develop their knowledge, using economic theory. Students are expected to up to date with the changes in the economy by reading the Financial Times which is available to the sixth form and attend lectures at the LSE. The more the students put in the more they will develop as inquisitive learners.

### Theme 1

Introduction to markets and market failure

1.1 The nature of economics 1.2 How markets work

1.3 Market failure

1.4 Government intervention

### Theme 2

The UK economy – performance and policies

2.1 Measures of economic performance 2.2 Aggregate demand

2.3 Aggregate supply

2.4 National income

2.5 Economic growth

2.6 Macroeconomic objectives and policy

### Theme 3

Business behaviour and the labour market

3.1 Business growth

3.2 Business objectives

3.3 Revenues, costs and profit 3.4 Market structures

3.5 The labour market

3.6 Government intervention

### Theme 4

A global perspective

4.1 International economics 4.2 Poverty and inequality

4.3 Emerging and developing economies

4.4 The financial sector

4.5 Role of the state in the macro economy

### *Paper 1*

Markets and business behaviour Assessing Theme 1 and Theme 3

### *Paper 2*

The national and global economy

Assessing Theme 2 and Theme 4

*Paper 3* Microeconomics and macroeconomics Assessing all themes

### **What are the entry requirements?**

Students need to have achieved grade 6 or above in Maths.

**Who is the Course for?**

First and foremost, to study this course you must love reading and love English Literature. You must enjoy analysing the language, purpose, structure and themes of literary texts in great detail and be passionate and confident about discussing novels, poetry and drama texts and what they can teach us about ourselves. You must possess intellectual curiosity, the ability to work and read independently and develop your own interpretations about texts, being prepared to read material about your texts as well as the texts themselves.

**Course Content*****Paper One***

Here you study three texts: one poetry and one prose text, one of which will have been written pre-1900, and one Shakespeare play. The exam will include two unseen poems. The written exam is 3 hours, open book in Section C only and 40% of A-level.

***Paper Two***

This has two options, which will depend on your teacher: WW1 and its aftermath or Modern times: literature from 1945 to the present day. You study three texts: one prose, one poetry and one drama, one of which will have been written post-2000. The exam will include an unseen extract. It is a written exam of 2 hours 30 minutes. It is open book and 40% of A-level.

***Paper Three***

This is a comparative critical study of two texts, at least one of which will have been written pre-1900. You submit one extended essay (2,500 words) and a bibliography. It is 20% of the A-level, assessed by teachers and moderated by AQA.

The course encourages you to develop your critical and analytical skills, as well as your knowledge, love and wider reading of English Literature. You will need to be able to communicate effectively and accurately in your essays, showing insight into how writers use language, structure and form to explore their ideas.

The ability to motivate yourself and work independently is crucial, as you will be asked to undertake much wider reading and research. Most of your essays and coursework will be completed outside of lessons and the ability to meet deadlines is crucial. As well as coursework, you will undertake several exams over the two years of the course, so levelheadedness and the ability to write quality essays under pressure is also essential.

**Key Skills.**

Oral and written communication.

Appreciation and understanding of literary texts and their social, cultural, historical and philosophical contexts.

Critical Analysis and interpretation of texts.

Creative and empathetic response to texts.

Wider reading across the field of poetry, prose and drama.

Self-motivation and independent learning.

Academic presentation and essay writing skills.

## Career Value

This course will help prepare you for a wide range of higher education degree courses, including law, journalism, teaching and the media. It is also excellent for any degree course, which includes essay writing, particularly, Arts, Humanities and Language courses.

## What are the entry requirements?

You must achieve at least a grade 6 in both GCSE English Language and English Literature to gain entry to the A Level English Literature or course.

## English Language

A level

### Who is the course for?

To study this course you must be inquisitive about language, its various uses and origins. As the dominant language in the modern world, communication through English governs the media, advertising, law and business but also – some would argue – shapes our view of the world around us. In working towards an English Language A-Level, you will learn about both the past and the present of the language. You will be encouraged to analyse how it is used in spoken and written texts, ranging from conversations between teenagers in London to politicians in debate on TV, marketing material for products to WhatsApp exchanges and magazines. You will study the phonology, lexis, semantics, grammar, discourse and pragmatics of the language in everyday use, developing your understanding and appreciation of English in all its forms and contexts.

### Course Content

The course encourages you to develop your critical and analytical skills, as well as your knowledge and understanding of English Language. You will need to be able to communicate effectively and accurately in your essays, showing insight into how language is utilised for different purposes and in different forms.

The ability to motivate yourself and work independently is crucial, as you will be asked to undertake much wider reading and research. Most of your essays and coursework will be completed outside of lessons and the ability to meet deadlines is crucial. As well as coursework, you will undertake three exams at the end of the two-year course.

<b>Unit 1 - Language Variation</b> <b>35% of total</b>  Students will explore: <ul style="list-style-type: none"><li>• how language choices can create personal identities through age, gender, location and occupation.</li><li>• language variation in English from c1550 (the beginnings of Early Modern English) to the present day.</li></ul> Written examination, lasting 2 hours 15 minutes.	<b>Unit 2 - Child Language</b> <b>20% of total</b>  Students will explore: <ul style="list-style-type: none"><li>• spoken language acquisition and how children learn to write between the ages of 0 and 8.</li><li>• the relationship between spoken language acquisition and literacy skills that children are taught, including the beginnings of reading and appropriate theories of children's language development.</li></ul> Written examination, lasting 1 hour.
<b>Unit 3 - Investigating Language</b> <b>25% of the total qualification</b>	<b>Unit 4 - Crafting Language</b> <b>Coursework 20% of the total qualification</b>

<p>Students will:</p> <ul style="list-style-type: none"> <li>select a research focus from five topic areas, develop their research and investigation skills, undertake a focused investigation, apply their knowledge of language levels and key language concepts developed through the whole course and develop their personal language specialism.</li> </ul> <p>Written examination, lasting 1 hour 45 minutes.</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>research a selected genre; demonstrate their skills as writers within their selected genre, crafting texts for different audiences and/or purposes, reflect on their research and writing in an accompanying commentary.</li> </ul> <p>Students produce two assignments:  Assignment 1: two pieces of original writing from the same genre, differentiated by function and/or audience.  Assignment 2: one commentary, reflecting on the two pieces of original writing produced and making connections with research undertaken. Advisory total word count is 2500–3000 words: Assignment 1 is 1500–2000 words and Assignment 2 is 1000 words.</p>
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### Career Value

This course will help prepare you for a wide range of higher education degree courses, including law, journalism, teaching and the media. It is also excellent for any degree course, which includes writing, particularly, Arts, Humanities and Language courses.

### What are the entry requirements?

Students need to have achieved grade 6 or above in English Language and English Literature at GCSE.

## Geography

## A level

Geography is the study of people and their interactions with the physical environment. Climate change, migration, natural disasters, inequality, energy security and water insecurity are just some of the challenges facing the next generation, which geographers must help address. Additionally, with the human population expected to increase to 9 billion by 2050, there is more pressure on the finite physical resources of the planet. Using a broad range of transferable skills, Geography students investigate the impacts that humans have had on the planet, from a local to a global scale, and will assess the extent to which management of these systems can lead to a sustainable global future.

Geography is highly valued by universities as an A-Level choice, and in 2015 The Guardian identified Geography as the ‘must-have A-Level.’ Geography students are seen as highly employable due to their combination of transferrable skills including problem-solving and critical thinking.

A-Level Geography is a wide-ranging subject and students will study a range of physical and human topics which are assessed in two exams at the end of the two-year course.

### Human Geography

Global Systems and Global Governance

Changing Places

Population and the Environment

## **Physical Geography**

Water and Carbon Cycles

Hazards

Coastal Systems and Landscapes

### **Coursework**

Students will undertake a minimum of 4 days of fieldwork as part of the A-Level Geography course. There will be many opportunities for local fieldwork, as well as a residential field trip. The fieldwork will comprise 20% of the overall grade awarded at A-Level. This will be an individual investigation and the report will be 3000-4000 words.

### **Key Skills**

A range of key skills are covered in Geography. Some of these include:

Analytic skills – students will be able to analyse graphs, maps and photographs,

Evaluating evidence – students will learn to make decisions about global issues,

Critical thinking – students will practise questioning facts and offering your own opinion,

Application of knowledge – students will bring independent research to class to discuss and comment on it,

Responding to case studies – students will evaluate real-life examples to link directly with your class work,

Fieldwork skills – students will be able to plan and carry out an individual fieldwork investigation as well as utilising virtual fieldwork opportunities and ICT facilities in the college.

### **Career Value**

Studying Geography at A Level opens many doors. As an academic subject, it is valued by universities and a very broad range of employers in part because it provides a context for looking at contemporary issues from a wider perspective but also because it develops many relevant and transferable skills directly related to a wide range of careers. Students who choose to study Geography at university have one of the highest rates of graduate employment.

### **What are the entry requirements?**

Students need to have achieved grade 5 in Maths and English including Geography grade 5 or above.

## **History**

## **A level**

No human being in the history of the world has been bombarded with more information than you and your generation. Most of this information is trying to make you think in certain ways and do certain things. Studying History at A Level gives you the tools with which face these challenges. It will allow you form your own considered opinions on the world and to understand your position in it.

Not only will this course make you a stronger person, it will also make you more attractive to universities and employers. By doing well in A Level History, you will have demonstrated that you can build balanced arguments, sit lightly on your conclusions, empathise with different people from different backgrounds and time periods and that you are not afraid of independent reading and writing. It will show that you are curious about the world. Remember: The present is only the leading edge of the past and today will tomorrow be yesterday. Welcome to the future!

***This course is studied in 3 units split over 2 years***

### **1. Challenge and Transformation: Britain, c1851–1964 (1 Exam)**

This option allows students to study broad issues of change, continuity, cause and consequence in this period through the following key questions:

- How did democracy and political organisations develop in Britain?
- How important were ideas and ideologies?
- How and with what effects did the economy develop?
- How and with what effects did society and social policy develop?
- How and why did Britain's relationship with Ireland change?
- How important was the role of key individuals and groups and how were they affected by developments?

### **2. The Cold War: c1945–1991 (1 Exam)**

This option studies the evolving course of international relations during an era of tension between communist and capitalist powers, which threatened nuclear armageddon. It explores concepts such as communism and anti-communism, aggression and détente and also encourages students to reflect on the power of modern military technology, what hastens confrontation and what forces promote peace in the modern world.

### **3. Historical Investigation (Coursework)**

#### **France in Revolution: 1681-1789**

The purpose of the Historical Investigation is to enable students to develop the skills, knowledge and historical understanding acquired through the study of the examined components of the specification. Through undertaking the historical investigation, students will develop an enhanced understanding of the nature and purpose of history as a discipline and how historians work.

In particular it encourages students to:

- ask relevant and significant questions about the past and undertake research,
- develop as independent learners and critical and reflective thinkers,
- acquire an understanding of the nature of historical study,
- organise and communicate their knowledge and understanding in a piece of sustained writing.

#### **What are the entry requirements?**

GCSE History at preferable grade 6 or above.

#### **Law**

#### **A level**

The critical and analytical thinking skills involved in Studying Law at A Level helps in your preparation for more advanced studies at university. Law by its very nature allows you to widen your knowledge of a vast range of topics as almost every aspect of life is in some way influenced by law. By choosing this course, you therefore gain a better understanding of how the English legal system impacts our daily lives.

#### **The AQA Law A Level course will comprise the following subject content:**

- The nature of law and the English legal system
- Criminal law
- Tort

**Plus one of the following Options:**

- Law of contract

or

- Human rights

**How will you be assessed?**

You will sit **3 papers** at the end of the two year course as below:

**Paper 1 (2 hour exam)**

The **nature of law and the English legal system** (25 marks out of 100).

**Criminal law** (75 marks out of 100)

**Type of questions:**

You will have to answer a combination of **multiple choice, short answers and extended writing** questions.

**Paper 2 (2 hour exam)**

The **nature of law and the English legal system** (25 marks out of 100).

**Tort** (75 marks out of 100)

**Type of questions:**

You will have to answer a combination of **multiple choice, short answers and extended writing** questions.

**Paper 3 (2 hour exam)**

**Law of contract** (75 marks out of 100).

The **nature of law and the English legal system** (25 marks out of 100)

**OR**

**Human rights** (75 marks out of 100).

The **nature of law and the English legal system** (25 marks out of 100).

**What are the entry requirements?**

Students need to have achieved a grade 5 or above in English.

**Maths**

**A level**

**Who is the course for?**

This course is for students wishing to further their mathematical knowledge and those wishing to study maths or a related subject at Higher Education, e.g. engineering, computing, business, economics or psychology.

**Course content**

Students will study a combination of core and applied mathematics (statistics and mechanics). Each of these disciplines will be assessed at the end of the course in three written papers, each being two hours in length.

**Core Mathematics (papers 1 and 2)** – Core mathematics makes up 2/3 of the course. In core

mathematics you will deepen your knowledge of topics which you met at GCSE such as algebra, trigonometry and graphical work. You will learn other important branches of mathematics such as calculus, functions, logarithms and series.

**Mechanics and Statistics (paper 3)** – Unlike in previous years, from 2017 mechanics and statistics will both be studied throughout year 12 and 13. At the end of year 13 you will sit a combined assessment in both disciplines.

**Mechanics** - In mechanics, you will learn how to describe mathematically the motion of objects and how they respond to forces acting on them, from cars to satellites. You will learn the technique of mathematical modelling, that is of turning a complicated physical problem into simpler one that can be analysed and solved using mathematical methods.

**Statistics** – This extends the work you did in the data handling part of your GCSE course. The course looks at mathematical modelling in statistics and probability. You will cover probability, discrete distributions, the normal distribution and correlation. In a change to previous A-level courses, your study of statistics will be based around a pre-release data set which you will get to know throughout the course.

Content overview (Papers 1 and 2)	Content overview (Paper 3)
<ul style="list-style-type: none"> <li>● Proof</li> <li>● Algebra and functions</li> <li>● Coordinate geometry in the (x,y) plane</li> <li>● Sequences and series</li> <li>● Trigonometry</li> <li>● Exponentials and logarithms</li> <li>● Differentiation</li> <li>● Integration</li> <li>● Vectors</li> <li>● Numerical methods</li> </ul>	<p><b>Section A: Statistics</b></p> <ul style="list-style-type: none"> <li>● Statistical sampling</li> <li>● Data presentation and interpretation</li> <li>● Probability</li> <li>● Statistical distributions</li> <li>● Statistical hypothesis testing</li> </ul> <p><b>Section B: Mechanics</b></p> <ul style="list-style-type: none"> <li>● Quantities and units in mechanics</li> <li>● Kinematics</li> <li>● Forces and Newton’s laws</li> <li>● Moments</li> </ul>

**Assessment**

Assessment is completely by examination and the end of year 13. All assessments allow the use of a scientific calculator and will be 2 hours in length.

**Entry requirements**

Enthusiastic Mathematicians with at least a grade 7 or above in GCSE Maths.

**Career Value**

Mathematics is an excellent qualification to study if you want to pursue a career in business and management where financial transactions are required and is accepted by employers as evidence of numerate ability. Many professional qualifications including accountancy and actuarial work require A Level Maths. The A level provides entry to university to read Mathematics, Science, Technology, Economics, Computer Science or Business. The difficulty of this course means that success is also a good indicator of students’ perseverance and academic prowess to employers and universities.

## Further Maths

A level

This is a separate A Level in Mathematics including 2 further maths modules, Core Pure 1 and 2, and 2 applied modules. The Core pure modules cover a range of topics including Proof, Complex numbers; Matrices; Further Algebra and Functions; Further calculus; Further vectors; Polar coordinates; Hyperbolic functions; Differential equations. The applied modules can be chosen from Decision, Mechanics or Statistics.

### Assessment

Assessment is completely by examination and at the end of year 13. Each module exam lasts for two hours.

### Career Value

This is an excellent qualification to study if you want to pursue a career in business and management where financial transactions are required and is accepted by employers as evidence of numerate ability. Further Mathematics introduces new topics such as matrices and complex numbers that are vital in many STEM degrees. Students who have studied Further Mathematics find the transition to such degrees far more straightforward. If you are planning to pursue a degree such as Engineering, Sciences, Computing, Finance/Economics, etc., or perhaps Mathematics itself, you will benefit enormously from taking Further Mathematics.

### Entry requirements

Enthusiastic Mathematicians with a grade 8/9 in GCSE Maths and doing the Maths A level.

## Media Studies

A level

### Who is the Course for?

In A Level Media Studies, we examine the ways in which media institutions and producers influence people and shape our understanding of ourselves and the world around us. The analysis of key media texts is an essential part of the course. You will be analysing the various components of these media texts in great detail so the ability to communicate ideas, think critically and engage proactively will be essential to your success in this subject. To study this course you must have strong literacy skills and demonstrate creative flair for the production of your own media artefacts. Written tasks and assessments are regular features of this course and you will be expected to undertake independent study and extra reading around a wide range of media-related topics.

### Course Content

During the two-year course, you will learn more about the following areas of study through close analysis of carefully chosen media texts, a thorough application of theoretical perspectives and a major coursework project, which will constitute 30% of your final grade. The remaining 70% of the course will be assessed in two written papers.

1. Media Language - Through their forms, codes, conventions and techniques, students will learn how the media communicates meanings for audiences through media texts such as advertisements, television programmes and newspaper reports.
2. Media Representation - Students will discover how the media portrays events, issues, places, individuals and social groups through the processes of selection, construction and mediation of media texts.

3. Media Industries - This area of study will introduce students to the processes of production, distribution and circulation by media industries through media forms and platforms. Case studies of specific media institutions, practices and technologies will be fundamental to this area of study.
4. Media Audiences - Students will learn how media institutions and their texts target, reach and address audiences, how audiences interpret and respond to them and how members of audiences become producers themselves. The analysis of audience demographics and the diversity of social contexts will form the basis of this area of study.

### **Key Skills**

Written and oral communication.

Creative skills in audio-visual media.

Analytical skills.

Academic presentation and essay writing.

Wider reading of media-related books, journals and academic articles.

Self-motivation and independent learning.

### **Career Value**

A Level Media Studies offers excellent preparation for any one of the many creative arts courses available in higher education. The subject complements other disciplines in the creative arts and humanities including Art & Design, English and Sociology. Although competition is tough, graduates of creative arts subjects like Media Studies have a very good rate of employment after university, many within the diverse and ever-expanding creative industries.

### **What are the entry requirements?**

Students need to have achieved at least a grade 5 in English Language and/or Media Studies.

## **Modern Foreign Languages: French or Spanish**

**A Level**

### **Why should I study French or Spanish A Level?**

Learning how to interact with speakers of other languages means you are less likely to be stuck in one mode of thinking. It can help you to see things from a range of perspectives - making you more adaptable, creative, and insightful. The ability to operate cross-culturally is becoming just as much valued by employers as straight language skills.

Studying a language at A Level is very different from GCSE. You will have the opportunity to explore a truly fascinating subject that offers you a huge range of career possibilities at the end...and have a lot of fun along the way! What's more, a language is also now an essential requirement for lots of university courses.

### **What would I study in French or Spanish A Level?**

A Level language courses are designed to really immerse you in the culture of the country you are studying. The course covers a huge range of contemporary topics and helps you gain a broad range of knowledge, not just about the language you are learning but also about life in the countries where that language is spoken.

You will investigate many aspects of life in France and French-speaking or Spain and Spanish-speaking countries and have the freedom to tailor your studies to suit your own area of interest, be it fashion, food or films. You will study contemporary social issues including crime, racism and immigration. You will find out about the fascinating history of the country.

Of course, you cannot really get to know a language without experiencing it first-hand and a language A Level would include a range of trips and visits.

The following exams will be taken at the end of year 13:

Paper 1: Listening, reading and writing - 2hr 30 minutes- 50% of A Level.

Paper 2: Writing - 2 hours- 20% of A Level.

Paper 3: Speaking - 21-23 minutes (including 5 minutes' preparation time)- 30% of A Level.

A Level will be taught for 5 lessons per week and based around the 4 key language skills: reading, writing, speaking and listening. You sit exams in all of these areas but for the speaking exam, will have the chance to choose the topic, which interests you the most.

### **Career Value**

In today's increasingly global society, the ability to speak a foreign language is becoming more and more of an asset. The skills and qualifications that you gain from an A Level in languages are incredibly important tools to have under your belt. In fact, having a language A Level can increase your salary by up to 20% and give you a head start on other potential employees – by speaking another language, you are vital to any company who does international business and there are a lot of them nowadays!

### **Entry requirements**

You will need at least a 5 in GCSE French/Spanish to be able to do the A Level.

## **Physics (AQA)**

**A level**

The A Level Physics course takes you into the heart of what is widely regarded as the most fundamental of all sciences. Studying physics can see you grasping the scope of massive galaxies or probing the tiniest component particles of atoms. Physics is the study of how everything works and the basic rules of the universe and is full of challenges and opportunities. A Level Physics can also lead to a wide range of career opportunities.

A level Physics is suited to pupils who have an interest in, and enjoy physics and are keen to find out how the Physical world works. Pupils should enjoy applying their mind to solving problems and carrying out investigations. Pupils must have strong mathematical skills and find solving mathematical problems satisfying.

### **Course content**

**There are 5 examined modules and a separate standalone qualification in practical work.**

**Practical Skills:** Students must carry out a series of core practical skills and maintain a lab book. The skills developed can also be examined in the written exam papers. Successful completion of the practical skills element results in a Practical Endorsement on the A level certificate.

**Section 1:** Measurements and their errors

**Section 2:** Particles and radiation

**Section 3:** Waves

**Section 4:** Mechanics and materials

**Section 5:** Electricity

**Section 6:** Further mechanics and thermal physics

**Section 7:** Fields and their consequences

**Section 8:** Nuclear physics

Students also choose one of the following options;

**Section 9:** Astrophysics

**Section 10:** Medical physics

**Section 11:** Engineering physics

**Section 12:** Turning points in physics

**Section 13:** Electronics

### **Key skills**

Students will develop the following key skills:

- appreciate how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society;
- develop and demonstrate a deeper appreciation of the skills, knowledge and understanding of how science works;
- develop essential knowledge and understanding of different areas of physics and how they relate to each other and to the other sciences.

### **Career Value**

Studying Physics leads on to a wide range of courses and careers. A physics qualification is essential for many future careers in science and engineering. It can also help you make progress in other fields that value the demanding skills developed through physics. Many accountants, bankers and business managers have benefited from studying physics, as well as astronomers, radiographers, laser technologists, semiconductor technologists, meteorologists, scientific journalists, product marketing engineers and civil engineers.

### **What are the entry requirements?**

Students need to have achieved at least a grade 7 or above in both GCSE Core and Additional Science, or GCSE Physics.

\*It would also be beneficial for students taking A level Physics to consider taking A Level Maths also.

## **Government & Politics**

## **A level**

In A level Politics we want to give you the skills to understand the biggest questions the world is currently struggling with; why do some people not vote in elections in the UK when in other countries people are still fighting for the vote? How can Brexit divide so many people? How can Donald Trump win an election by pretending Mexico will pay for the USA's border?

If you have ever watched the news and been confused and interested then this may be the right course for you. We arrange trips to Parliament, have visits from our Local MP, arrange opportunities to get involved in local issues and give you all the help you need to succeed in your A level.

Your course will be assessed by three exams at the end of year 13:

**Paper 1 – UK Politics** - 2 hour's exam that equals 33% of grade

How should we pick who is in charge? Should young people be given the vote?

Topics: Democracy and participation, Political parties, Electoral systems and Media.

Ideology, A chance to lean about the philosophy of politics, are humans naturally good? Should money be abolished? We examine some of the key thinkers and controversies around **Conservatism, Liberalism and Socialism.**

### **Paper 2 – UK Government** - 2 hours' exam that equals 33% of grade

An examination of how the UK system operates, where power is and how it changes.

Topics: the Constitution, Parliament, Prime Minister and Executive, Relationships between the branches of government.

Ideology: **Anarchism**, Can society exist without a government? Chaos vs Order.

### **Paper 3 – (USA)** - 2 hours exam that equals 33% of grade 2 hours 33% of grade

Is America the perfect Democracy? How does the USA deal with issues differently to the UK?

Topics: US Constitution and federalism, US Congress, US Presidency, US Supreme Court and Civil rights.

### **Career**

Would you like to swap places with our Prime Minister to try and see Brexit through? No, us neither. Studying politics is not just about trying to become an MP. Learning about politics will help you find out what you think about the world. We want you to develop a strong conviction, to know when to compromise or confront an issue. We will help you build up your confidence in researching and arguing. These are desired skills in a whole range of professions. These are also essential skills for anybody thinking of becoming a Lawyer. You could explore the seedy halls of power as a Journalist. Take a stand against injustice as part of a Pressure Group or Political Party. Guide the hand of Government through the civil service. Changing the international climate at the United Nations.

From life we can hope for more than a good job, Politics give you a chance at real power, the power of winning arguments against your friends and family.

### **Entry Requirements**

Politics is assessed entirely through timed essays so you will need at least 6 in History or Geography. If you have not taken these GCSEs then you need an English grade at 6 or above.

### **Product Design or Textiles**

### **A level**

The college runs both Product Design and, Fashion and Textiles with the OCR exam board. Both courses are designed to stretch and challenge creative students with an interest in Fashion and Textiles or Product Design.

Both courses follow the same structure, but differ in the outcomes dependant on the material area of focus. The course focuses on:

**Inspiring a future in design and technology** – Drawing on authentic design practice and contemporary technologies students will be free to explore design possibilities that excite and engage them, giving a strong foundation for further study and developing thinking and design skills that will support them in any future direction.

**A focus on iterative designing** – Students will learn to deliver their thinking and design skills through iterative design processes that allow them to ‘explore, create and evaluate’ following practices and strategies used by the creative, engineering and manufacturing industries.

**Projects that offer so much more** – The non-examined assessments at A Level are not only open in approach, they will also enable students to develop critical thinking and problem solving skills that give them confidence as individuals and a strong understanding of creativity and innovation that will equip them to design and manage the future. The project work undertaken will be a meaningful discussion piece for university and apprenticeship applications.

### **Assessment Breakdown for A Level**

#### **50% Iterative Design Project – 100 marks (non-exam assessment)**

The ‘Iterative Design Project’ requires learners to undertake a substantial design, make and evaluate project centred on the iterative processes of exploring, creating and evaluating. Learners identify a design opportunity or problem from a context of their own choice, and create a portfolio of evidence in real time through the project to demonstrate their competence.

#### **26.7% Principle of Textiles/ Product Design Exam – 80 Marks**

This paper is set out through four sets of questions that predominantly cover technical principles within each endorsed title. Learners will be required to:

- analyse existing products;
- demonstrate applied mathematical skills,
- demonstrate their technical knowledge of materials, product functionality, manufacturing processes and techniques,
- demonstrate their understanding of wider social, moral and environmental issues that impact on the design and manufacturing industries.

#### **26.7% Problem solving in Textiles/ Product Design Exam – 80 Marks**

This component has a series of longer answer questions that require learners to demonstrate their problem solving and critical evaluation skills. Learners will be required to:

- apply their knowledge, understanding and skills of designing and manufacturing prototypes and products,
- demonstrate their higher thinking skills to solve problems and evaluate situations and suitability of design solutions.

### **Entry requirements**

A grade 5 or above in Art or a Technology subject at GCSE, plus at least a grade 5 in English and Maths.

## **Psychology**

**A level**

### **Summary**

Psychology is the study of human behaviour and this specification is designed to encourage students to engage with the subject by introducing new topics and the latest theories. There will be many practical classroom activities and the more demanding areas are made more accessible by setting them in context.

### **Year 1 Outline**

In year 1, candidates develop a broad knowledge and understanding of the core areas of psychology through a range of topics:

Approaches to Psychology, Cognitive Psychology, Attachment, Biological Psychology, Psychopathology and Research Methods.

### **Year 2 Outline**

In year 2, the specification offers one compulsory module; (A) Issues and Debates in Psychology plus three topic-based options, which bring together explanations from different psychological approaches and engage students in issues and debates in psychology. The options are (B) Relationships, Gender or Cognition and Development, (C) Schizophrenia, Eating Behaviour or Stress, (D) Aggression, Forensic Psychology or Addiction.

### **Key Skills**

Students will use theories, models and ideas to develop and modify scientific explanations, consider ethical issues in the treatment of humans, other organisms and the environment and evaluate methodology, evidence and data, and resolve conflicting evidence.

There are two 2-hour exams for the year 1 content and one 2-hour exam for the second year content. All three exams are sat at the end of the second year.

### **What are the entry requirements?**

There will be a considerable amount of statistical analyses, which will require pupils to have at least a grade 6 in Maths and the written content of the course will require at least a grade 6 in English.

## **Religious Education**

**A level**

### **Background**

The Religious Studies A level course gives you the opportunity to study some of the fundamental questions which people have always asked about:

- Why are we here?
- How should we behave?
- What happens to us when we die?
- How do religious beliefs explain & explore their beliefs

From the OCR specification:

*The content has been designed to provide a coherent and thought-provoking programme of study for both teachers and learners, whilst also acting as a rigorous course of study which prepares learners for progression to Higher Education.*

*This qualification is designed to develop a greater understanding and appreciation of religious beliefs and teachings, as well as the disciplines of ethics and philosophy of religion. Learners will develop their skills of critical analysis in order to construct balanced, informed arguments and responses to religious, philosophical and ethical ideas.*

*OCR's A Level Religious Studies course aims to engage learners thoroughly and develop an interest in Religious Studies which extends beyond the classroom and can be applied to the world around them.*

**Religious Studies involves some major academic disciplines such as Theology, Religious ethics and Philosophy of Religion. Consequently, you will study some of the following themes:**

**Theology (Developments in Christian thought) –**

- Religious beliefs, values and teachings, their interconnections and how they vary historically and in the contemporary world.
- Sources of religious wisdom and authority.
- Practices which shape and express religious identity, and how these vary within a tradition significant social and historical developments in theology and religious thought.
- Key themes related to the relationship between religion and society in the context of one religion.

#### **Moral Philosophy –**

- Normative ethical theories
- The application of ethical theory to two
- Contemporary issues of the importance of ethical language and thought
- Debates surrounding the significant idea of conscience
- Sexual ethics and the influence on ethical thought of developments in religious beliefs.

#### **Philosophy of Religion –**

- Ancient philosophical influences
- The nature of the soul, mind and body
- Arguments about the existence or non-existence of God
- The nature and impact of religious experience
- The challenge for religious belief of the problem of evil
- Ideas about the nature of God
- Issues in religious language.

Colleges and universities place great value on this Religious Studies course because it helps develop thinking and analytical skills, the ability to develop and structure an argument, textual analysis and it fosters independent thinking.

This course complements a variety of other A level courses. In the past students who have studied a wide range of subjects, including English, History, Sociology, Geography, Drama, Languages, Psychology and Maths have made use of transferable skills. This course also supports those who study the sciences, particularly those who wish to follow a career in Medicine.

#### Assessment Objectives & Assessment Methods:

In common with all the new A level qualifications the full A level qualification is the result of a two year course. It is assessed by 'terminal' exams in the summer of Year 13. Exams will either be a set of **three 2hr exams**.

**A01** Demonstrate knowledge and understanding of religion and belief, including:

- religious, philosophical and/or ethical thought and teaching
- influence of beliefs, teachings and practices on individuals, communities and societies
- cause and significance of similarities and differences in belief, teaching and practice
- approaches to the study of religion and belief.

**Weighting 40%**

**A02** Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study.

**Weighting 60%**

### **What are the entry requirements?**

Students need to have achieved grade 5 in English and/or Religious Studies at GCSE.

### **OCR Level 3 Cambridge Technical Diploma in Business 05878**

Cambridge Technicals are an alternative to traditional courses, taking a more engaging, practical approach to learning and assessment. Industry-relevant qualifications are geared to key sector requirements. There is more flexibility for students and this course suits a wide range of learning styles. With Cambridge Technicals, there is more focus on the coursework, so students are not under pressure to perform in a one-off test. Instead, assessment and learning support throughout the course give students a much better indication of their progress and a greater chance of success. In order for students to obtain a Cambridge Technical.

### **This qualification is suitable for learners**

- Hoping to study Business related courses at University
- Looking to enter a business-based apprenticeship
- Hoping to learn more about the corporate world around them.

### **Qualification structure**

Learners must achieve a total of 15 units. 6 Units are examined in January and June, with an option to resit once only.

The graphic consists of three rounded rectangular boxes arranged horizontally. The first box on the left is blue and contains the text '1080 GLH equivalent to three A levels in terms of size'. The middle box is light blue and contains the heading '15 units:' followed by two bullet points: '13 mandatory units - Units 1 and 22 (120 GLH), Units 9 and 10 (each unit is 90 GLH), Units 2, 3, 4, 5, 11, 15, 16, 17 and 19 (each unit is 60 GLH)' and 'a choice of 2 further 60 GLH units'. The third box on the right is light blue and contains the text 'It will provide learners with the subject specific skills, knowledge and understanding and a range of transferable skills that are needed for further study in the business sector.'

The Cambridge Technical in Business have been developed to meet the changing needs of the sector and prepare the students for the challenges they will face in Higher Education or employment. Designed in collaboration with experts spanning the breadth of the sector, the Cambridge Technicals in Business focuses on the skills, knowledge and understanding that today's universities and employers demand. You will practically apply your skills and knowledge in preparation for further study or the workplace.

### **Assessment method/model**

As stated above 6 units are assessed by exam. Business teachers will internally assess 9 other units and OCR will moderate them.

**Grading** The units are graded Pass, Merit and Distinction. The qualification is graded PPP, PPM, PMM, MMM, MMD, MDD, DDD, DDD\*, DD\*D\*, D\*D\*D\*.

### **What are the entry requirements?**

Students need to have achieved grade 4 or above in Maths and English as well as 5 GCSE qualifications at grade 5.

## **OCR Level 3 Cambridge Technical Diploma in ICT**

Cambridge Technicals are vocational qualifications designed with the workplace in mind and provide a high-quality alternative to A Levels.

Cambridge Technicals in ICT contain refreshing and exciting content that is up-to-date, engaging, fit for purpose and suitable for the needs of our students. They qualifications have been designed in consultation with universities, employers and industry specialists to make sure that you will gain the right combination of knowledge, understanding and skills required for the 21st century.

### **This qualification is suitable for learners**

- studying to prepare for employment in the IT sector
- who want to progress into IT-related apprenticeships
- who want to gain a level 3 qualification to support further study in Further Education (FE) or to progress to Higher Education (HE) in in IT
- studying for career development and who are already in employment.

### **Qualification structure**

Learners must achieve a total of 17 units. All learners will study the following **four mandatory units** which are assessed through an external examination

- Fundamentals of IT,
- Global information and
- Cyber security
- Cloud Technology.

The first two units provide learners with an insight into the IT sector, as they investigate the pace of technological change, IT infrastructure, and the flow of information on a global scale, as well as the important legal and security considerations. Cyber security reflects an important development in the sector around information security, and requires learners to consider how data should be protected and how the IT sector should respond to emerging threats such as cyber terrorism. In Cloud Technology, students will learn the basic concepts of cloud technology, as it exists in an international setting.

**13 further units.** The units selected will follow either the Application Developer or the Digital Technician route, which focuses on the development of a range of applications across platforms and sectors. Students will gain the combination of knowledge, understanding and skills required for the 21st century, enabling them to demonstrate the skills of writing specifications, and the design, build, testing and implementation of applications. Examples of the Units covered will be: Cyber security, Project management, Product development, Systems analysis and design, Mobile technology, Social media and digital marketing, Developing a Smarter Planet, Internet of Everything, Computer systems, Website Design and prototyping, Cognitive computing, Enterprise computing and Cloud technology.

### Assessment method/model

As stated above units 1, 2, 3 and 4 are assessed by exam. St Michael's staff will internally assess all the other units and OCR will moderate them.

**Grading** The units are graded Pass, Merit and Distinction. The qualification is graded PPP, PPM, PMM, MMM, MMD, MDD, DDD, DDD\*, DD\*D\*, D\*D\*D\*.

### What are the entry requirements?

Students need to have achieved grade 4 in Maths and English as well as 5 GCSE qualifications at grade 5.

## OCR Level 3 Cambridge Technical Diploma in Sport and Physical Activity

This qualification is for you if you want to develop and apply your skills, knowledge and understanding to support individuals and teams to engage with, participate in and develop their performance in sport and physical activity. You will develop the skills, knowledge and understanding to deliver sport and physical activity to an individual or group of participants; and identify those who would benefit most from participation. You will select which sport or physical activity would be best for them, and how to organise, co-ordinate and facilitate different events or programmes of activity that allow people to actively engage in and enjoy sport and physical activity.

The Extended Diploma is a Tech Level qualification (meaning it will prepare you for employment) and takes 1080 guided learning hours to deliver. This means it is equivalent in **size to three A-levels** and will form your complete two-year study programme. You will **take 17 units**, made up of mandatory and optional units. Everybody will study the mandatory units:

- Body systems and the effects of physical activity
- Sports coaching and activity leadership
- Sports organisation and development
- Working safely in sport, exercise, health and leisure
- Performance analysis in sport and exercise
- Physical activity for specific groups
- Nutrition and diet for sport and exercise
- Sports injuries and rehabilitation
- The business of sport
- Improving fitness for sport and physical activity
- Organisation of sports events
- Working in active leisure facilities
- Practical skills in sport and physical activities These units are related to key aspects that underpin how sport and physical activity is delivered and organised and developed as a business, such as: anatomy and physiology in relation to physical performance; coaching skills; the structure of sport in the UK and the organisations involved; the target groups that would most benefit from participation in physical activity and why and safe practice and delivery in sport and leisure.

You will then be able to choose an additional four optional units from the following:

- Group exercise to music
- Biomechanics and movement analysis
- Health and fitness testing for sport and exercise
- Sport and exercise psychology

- **Sport and exercise sociology** These units will support you in developing additional skills, knowledge and understanding which will allow you to deliver a wider range of sports and physical activities and support development in those sports or activities. They will also develop your understanding of the sociological and psychological impacts that participation in sport and physical activity can have as well as the benefits of and barriers to participation and how to overcome these.

**What are the entry requirements?**

It is recommended that learners starting this qualification will have achieved grade 4 or above at GCSE PE or level 2 vocational qualifications and a grade 4 or above in Maths and English as well as 5 GCSE qualifications at grade 5.