



CALDEW
SCHOOL

SIXTH FORM PROSPECTUS

*"You are writing your story
make it count"*



WELCOME

Welcome to Caldew Sixth Form. Our expectations of you are high just as your expectations of Caldew School will also be high. Whether you are with us for one or two years, have been here since Year 7 or are new to the school we want to have a partnership between you, your parents and your teachers which leads to you continuing to develop and be successful.

In some ways life in the Sixth Form is different from what you have experienced so far. There is more choice about what you study and there is more scope to pursue wider interests. You will also find that in many subjects you are in smaller groups and this will allow you to develop a strong working relationship with your teachers. They will treat you more as a student rather than a pupil but with this comes responsibility. Teachers will expect you to be able to work more independently and they will expect you to show a real interest in your studies through you undertaking wider reading and research. As you develop your understanding their demands of you will increase with the common goal of you reaching your potential in your studies.

I look forward to working with you over the next two years and supporting you as you realise your ambitions on this next stage in your education. We consistently achieve good results as a school for our Sixth form students and our students go onto a wide range of employers and universities when they complete their studies with us. I am sure you will be as equally successful.

Michael Gaunt
Head of Sixth Form

“Pupils, including students in the sixth form, are proud to attend Caldew School. They feel well supported, happy and safe in this welcoming community. There are high levels of trust and respect between pupils, students and staff.”

Ofsted 2022



Message from THE HEADTEACHER

Dear Student

I am delighted that you are considering joining the Sixth Form at Caldew School. I believe it is a place where you will receive a high quality education and be provided with a wide range of opportunities that will raise your aspirations and help you develop the personal skills to make you successful in your life beyond school.

Our students achieve excellent outcomes and the majority go on to study at university after Sixth Form, indeed many go to Russell Group Universities or Oxbridge. Other students progress to specialised higher education institutions to continue their studies in areas such as Performing Arts or Agriculture whilst others move directly into employment. We pride ourselves in high quality guidance to ensure every student has a clear progression route when they finish Sixth Form.

Our Sixth Form students are also important members of our school community; they set an example and are role models for our younger students. For that reason, we have Sixth Form students who are Student Leaders who volunteer to mentor younger students

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Leaders have created a welcoming and supportive environment at this school. Pupils and students achieve well in their learning. They are well prepared for their next steps in education, employment or training.

Ofsted 2022



or help them to develop their reading skills. Our students also contribute to the wider community through the school council and Duke of Edinburgh programmes.

If you want to have a Sixth Form life where you will find academic success and personal development, then Caldew School is the right place for you. I hope you find this prospectus useful and informative. I would be delighted to welcome you into our thriving Sixth Form so you can be part of our successful learning community.

Yours sincerely

Ms Vicki Jackson
Headteacher

ENTRY REQUIREMENTS

The school welcomes applications from students both already at Caldew School and those from other schools. We do however have some clear parameters that we normally work within that we would expect our students to fulfill:

- 5 GCSE's at Grade 4 and above including Maths and English
- Grade 5 or better in a Humanities subject to study Geography or History
- Grade 6 or better in Biology, Chemistry, Physics and Maths to study that subject at A Level

While these are guidelines they are not immovable rules about whether a student is capable of studying in the Sixth Form. If you are in any doubt about whether it is the right option for you please talk to Mr Gaunt the Head of Sixth Form.

EXAMINATIONS

During the year you will have "trial" exams to help you prepare for the summer sessions. These take place in both Year 12 and Year 13.

SCHOOL BURSARIES AND FINANCIAL HELP

If a student is eligible for free school meals they will receive £800 towards the cost of their studies. Any students that are looked after children will also receive from the school £1,200 towards the cost of their studies.

APPLYING TO JOIN THE SIXTH FORM

Please read carefully the course descriptors contained in the following pages of the book before deciding on which subjects to study.

All students should choose 3 subjects to study for two years, along with either EPQ or Core Maths in year 12.

Students with above average GCSE attainment will also be supported to study Core Maths and EPQ, or a fourth A Level subject.

ENRICHMENT AND EXTRA-CURRICULAR ACTIVITIES

You will have many opportunities to take part in activities outside of your subjects. These are important because they broaden your experience and provide you with experiences to write about on UCAS personal statements or to include on a C.V. They should also be fun and give you the chance to work with other people.

These are some of the opportunities you will get involved in:

- University Visits
- Curriculum Taster Days
- Careers, Advice and Guidance
- Mock Interviews
- Guest Speakers
- Sports Teams
- Peer Mentoring
- Work Experience
- Duke of Edinburgh Award
- School Council
- EPQ
- Core Maths

PERSONAL DEVELOPMENT

All students will have a one hour weekly timetabled lesson in the Sixth Form as part of their personal development. In this lesson students will look at issues on the theme of Health and Wellbeing, Living in the Wider World and Sex, Relationships and Society.

THE SCHOOL TODAY

We are very excited to be part of an extraordinary partnership with the Story Group of companies. The Story Group has generously pledged £10 million over the next decade as part of an ambitious plan to maximise the potential of our students' education and enhance achievement and aspiration across the entire school community.

The funding unlocks opportunities that would otherwise be out of reach, enabling us to offer a wider range of educational experiences and support

that will make a lasting difference to our students' futures. The partnership is about more than just financial investment, it's about creating life-changing opportunities.

With the aid of the Story Group we are able to offer our students access to first class enrichment programmes, tailored academic support, and pathways to top universities and high quality degree-level apprenticeships.

STORY



**STORY
PLANT**



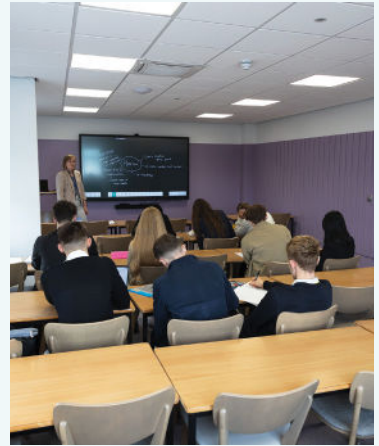
CALDEW
SCHOOL

ELEVATE

As students enter Caldew Sixth Form, they begin an exciting new chapter in their education. Our Elevate Programme is designed to enrich and personalise each student's experience, enabling them to build a portfolio of skills, achievements and opportunities that complement their A Level studies and support their future ambitions.

Alongside their academic subjects, students select from a diverse range

of Elevate modules, each offering opportunities to broaden horizons, stretch thinking and develop the confidence, independence and character needed for success beyond school. Every student will benefit from the guidance of our Academic Advisor and has access to experiences such as volunteering, extra-curricular activities, guest speakers, workplace programmes with local businesses, and wider enrichment that supports both personal and academic growth.



Sixth Form is a significant step up from Key Stage 4. At Caldew, students benefit from a vibrant, university-style learning environment where they can immerse themselves in activities that extend far beyond the curriculum. The Elevate Programme is structured around four key pillars—**Lead, Global, Scholar and Enrich**—which encourage students to develop leadership, deepen academic scholarship, broaden global awareness and engage in enriching experiences that build real-world skills.

This combination of academic study, personalised guidance and broad enrichment ensures that every student continues to grow as a confident, capable and self-motivated learner. Whether preparing for university, apprenticeships or future careers, students are empowered to excel academically and personally—ready for the next stage of their journey.



LESSONS, THE SCHOOL DAY & PROGRESS MONITORING

Subjects are based on four hours of lesson time in Year 12 and five hours in Year 13.

There will be times during the week that you do not have timetabled lessons, this varies depending on the course combinations.

Non-lesson time is split evenly between private study in the Learning Hub and free time in the Student Hub.

Your teachers will continue to monitor your progress and use your grades to help support you to achieve your potential.

We find that private study helps students to complete work in a structured way and reduces the amount of work students have to complete at home.

HOMEWORK

You are used to homework and the demands it brings. You will receive several hours of homework for each subject. Some subject areas will give you long term homework tasks such as research for a piece of coursework. This is where you need to show maturity and self-discipline and organise your work.

Part of the discipline of studying at a higher level is remaining organised and planning your time well. That will mean setting yourself deadlines and intermediary points so that you complete work on time. It is your responsibility to do so and while staff will support you the skill of time management will be crucial.



EPQ (EXTENDED PROJECT QUALIFICATION)

An EPQ (Extended Project Qualification) is a sixth-form qualification that involves students choosing a topic, carrying out research, creating a report and delivering a presentation.

Students write a dissertation of around 5,000 words which must be well researched and academically based. Following this, students deliver a 10-15 minute presentation to a group of non-specialists about their topic.

Students are expected to spend around 120 hours on their EPQ - although some take more time, others less.

Students are taught the skills required to complete their EPQ and are supported as they write it.

How are they graded?

EPQs are currently graded A* to E and they are worth up to half an A Level, as well as UCAS points. An A* in the EPQ is worth 28 UCAS points, an A 24, B 20, C 16, D 12 and an E 8.

As a general guide the grading of an EPQ is based on:

- 20% - Project planning and time management: how you use the time and resources available
- 20% - Using resources and research skills: how you collect and use

information

- 40% - Developing an idea and producing an outcome: how you plan and create the project outcome
- 20% - Evaluation and presentation: your reflection on the project process and communication of the project to others

What are the benefits?

- Many universities and employers look favourably at EPQs when assessing applications and some give lower offer requirements for those students who have at least a grade A in their EPQ
- EPQs help develop skills such as critical thinking, problem-solving, presentation and creativity
- EPQs help prepare you for managing independent research and project management, which are common features of university study and the world of work
- You choose the subject, so it helps you delve deep and become an expert into topics you feel passionately about
- An EPQ can give you something unique to talk about in interviews - if it's related to the university course or job you're applying for, even better
- It could widen your options for funding – some university's scholarships require students to hold a research project qualification



Sixth-form leaders and teachers are experienced, and are effective in ensuring that the good outcomes that students have previously reached at the end of the sixth form are sustained. As a result, students benefit from an education which enables them to move on to further success when they leave.”



SUBJECT SPECIFICATION

Applied Science builds on GCSE knowledge and quickly progresses to an advanced level of application which requires a significant commitment to homework and a mature approach to study periods. Practical work is at the heart of the course, including three portfolio assessed units on modern practical techniques in Science and investigating Science. As a level 3 qualification, this course is the equivalent of an AS Level (for the certificate) or a full A Level (if the extended certificate is completed). This means the content covered in Biology, Chemistry and Physics is also present in the A Level specifications so it is a comparable qualification. As the content in this is equivalent to A Level, this course has been endorsed and recognised by a large number of universities as fulfilling the criteria of other qualifications at the same level. The advantage to students is that the examined component is reduced as part of the course is internally assessed portfolio work (see details in assessment section.)



FOR FURTHER INFORMATION

Contact:
Mrs S Robertson

HOW WILL THE COURSE BE ASSESSED?

Unlike traditional A Levels, assessment for this course is partly by externally set examination and partly by internally assessed portfolio work. The assessment for different units is as follows:

Certificate in Applied Science (AS equivalent – Year 12)

- Fundamentals of science – Written exam.
- Investigating science – Portfolio.

The 2 components above are worth 50% of the final mark awarded at the end of year 13 or 100% of the final mark at year 12, if you then don't go on to complete year 13.

Extended Certificate in Applied Science (A Level equivalent)

Students need to complete units above for Year 12 and the following in addition:

- Science in society – Written exam.
- Forensic biology – Portfolio.
- Medical physics – Portfolio.

PROGRESSION OPPORTUNITIES

Applied Science will potentially enable you to enter a wide range of degree courses or career areas. These may include:

- Forestry/woodland management
- Microbiology
- Environmental Studies
- Nursing/Midwifery
- Laboratory research
- Biochemistry
- Forensic Science
- Biomedical Science
- Sports Science
- Science in the media

In addition it will demonstrate skills in a variety of areas that could lead to careers in the NHS, education or scientific research and technology.

FOR FURTHER INFORMATION

Contact:
Mrs S Robertson

SUBJECT SPECIFICATION

The new specification is much more flexible and offers a broad programme of integrated practical, critical and theoretical study using a variety of media and processes. This is supported by work in sketchbooks, first hand experience of relevant works of art, craft and design and other appropriate evidence.

A Level Component 1:

Personal investigation. 60% of A Level. This is supported by a written element of 1,000 - 3,000 words.

A Level Component 2:

Externally set assignment. 40% of A Level. Supervised time 15 hours. During the second year they will be given a final exam which will be set by the exam board on the 1st February.

TEACHING METHODS

A range of methods will be used as appropriate e.g. demonstrations, class teaching, experimentation with a wide range of techniques and media, individual study and research.

PROGRESSION OPPORTUNITIES

Art has relevance in many areas and promotes the development of transferable skills. Students are encouraged to be self-motivated and explore their own creativity. Skills developed such as problem solving, experimentation and risk-taking are valuable training for any higher education course or future employment. Students may go on to an Arts foundation course or directly to university. The growth of creative industries has ensured that Art remains a popular option for those hoping to follow a career in this area.

FOR FURTHER INFORMATION

Contact:
Mrs J Rhodes

“The community is supportive, inclusive and fun. Our Sixth Form space is a nice place to be. The teachers make the lessons engaging and purposeful and I’m aiming for a career in Midwifery.”



Abi

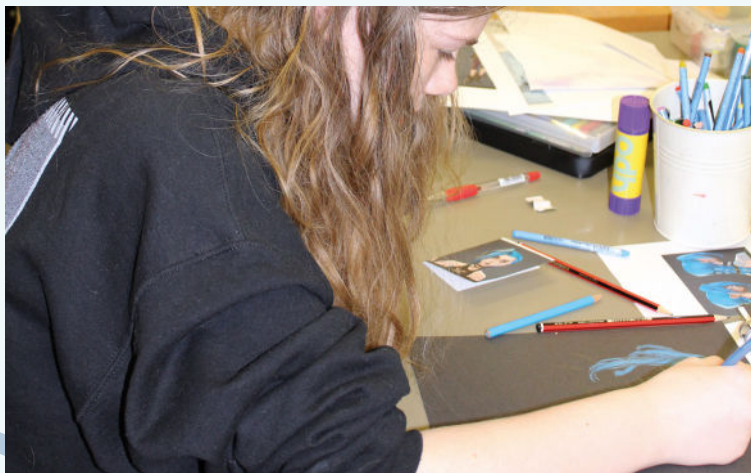
Studying Health and Social Care,
Criminology and Art

HOW WILL THE COURSE BE ASSESSED?

The work is marked by teachers and then externally moderated by the board. Each unit is individually assessed, the grades A-E are combined and moderated by an external assessor.

ADVISED ENTRY REQUIREMENTS

Students are expected to have 5 GCSE's at Grade 4 or above. Each student will be considered individually. A Grade 4 or above in GCSE Art is desirable.



FOR FURTHER INFORMATION

Contact:
Mrs J Rhodes

SUBJECT SPECIFICATION

This qualification is linear, meaning that students will sit all the AS exams at the end of their AS course and all the A Level exams at the end of their A Level Course.

- Unit 1:** Biological Molecules
- Unit 2:** Cells
- Unit 3:** Organisms exchange substances with their environment
- Unit 4:** Genetic Information variation and relationships between organisms
- Unit 5:** Energy transfers in and between organisms
- Unit 6:** Organisms respond to changes in their internal and external environment
- Unit 7:** Genetics, populations, evolution and ecosystems
- Unit 8:** The control of gene expression

The AS course will cover units 1 to 4 and the A Level units 1-8



FOR FURTHER INFORMATION

Contact:
Ms V Jackson

TEACHING METHODS

In addition to the usual teaching methods there will be opportunities for experiments, observation, microscopy, data exercises, library research and fieldwork.

HOW WILL THE COURSE BE ASSESSED?

Unit 1 to 4: June of the AS year

Unit 1 to 8: June of the A Level year

ADVISED ENTRY REQUIREMENTS

We advise that students should have Grade 6 or above in GCSE Biology.

“ The support I have received in Sixth Form has helped me to succeed. I have already gained an EPQ qualification and work experience has helped me what I want to do after School. I am on track to become a Children’s Nurse. ”

Erin

Studying Biology, Psychology and Health and Social Care

PROGRESSION OPPORTUNITIES

A Level Biology provides a sound base for many degree and career options. It is particularly relevant for Medicine and Health Care, Veterinary, Agriculture, Horticulture, Bio-chemistry, Genetics, and Bio-technology. You could train to be a Zoologist, Botanist or Micro-biologist.

FOR FURTHER INFORMATION

Contact:
Ms V Jackson

SUBJECT SPECIFICATION

This qualification takes a holistic approach to Business Studies, it demonstrates the interrelated nature of business using business models, theories and techniques to support analysis of contemporary business issues and situations. The course is designed to engage students through topics and issues that are relevant in today's society – they will study key contemporary developments such as digital technology and business ethics, and globalisation is covered throughout the topics. Students will develop the knowledge and skills needed to analyse data, think critically about issues and make informed decisions – all skills that are needed for further study and employment.

Subject content covers 10 Topic Areas and is divided as follows:

- AS qualification and 1st year of linear A Level = Content 1 - 6
- 2nd year of linear A Level = Content 7 - 10

AS BUSINESS STUDIES

1. What is business?
2. Managers, leadership and decision making
3. Decision making to improve marketing performance
4. Decision making to improve operational performance
5. Decision making to improve financial performance
6. Decision making to improve human resource performance

PROGRESSION OPPORTUNITIES

Business Studies opens up a wide range of degree and career opportunities. It is particularly relevant to management in marketing, personnel, finance and administration.

FOR FURTHER INFORMATION

Contact:
Miss P Jackson

A2 BUSINESS STUDIES

7. Analysing the strategic position of a business
8. Choosing strategic direction
9. Strategic methods: how to pursue strategies
10. Managing strategic change

Most of the assessment material is based on real business situations.

TEACHING METHODS

A range of teaching methods are used including traditional whole class teaching and a mix of practical, theory and debates. Group work, individual work and research activities will also be undertaken.

ADVISED ENTRY REQUIREMENTS

GCSE Business Studies is not essential. Students should ideally have 5 GCSEs at Grade 4 or above including English and Maths.

FOR FURTHER INFORMATION

Contact:
Miss P Jackson

SUBJECT SPECIFICATION

These two units make up the AS qualification:

Paper 1: Physical and Inorganic paper. 1.5 hours, 50% of AS

Paper 2: Physical and Organic paper. 1.5 hours, 50% of AS

A Level Qualification

The A Levels is a linear qualification assessed after 2 years.

Paper 1: Physical and Inorganic paper. 2 hours, 35% of A Level

Paper 2: Physical and Organic paper. 2 hours, 35% of A Level

Paper 3: Practical Skills, Data Handling and Synopsis. 2 hours, 30% of A Level

“The new Sixth Form Centre and resources are really useful. Private study helps my work life balance and I find it easy to be productive in the Learning Hub. I’m becoming a more independent learner and the careers support is helping me find a direction. The work experience programme has helped me see what skills I need to improve to be employable and Story Elevate has allowed me to see I can have a successful career in Cumbria.”

Dylan

Studying Maths, Further Maths,
Chemistry and Physics

PROGRESSION OPPORTUNITIES

A Level Chemistry provides a sound base for many degree and career options. It is essential for medicine, dentistry and veterinary science. In addition it is particularly relevant for pharmacy, pharmacology, biochemistry, chemical engineering and of course, the pure science itself.

FOR FURTHER INFORMATION

Contact:
Mr P Brown

TEACHING METHODS

There is a mix of practical and theory lessons. Within these a range of teaching methods are used: group work, individual work, IT, research and whole class teaching.

HOW WILL THE COURSE BE ASSESSED?

For each topic there will be an assessed homework and an end of topic test to monitor progress. Practical skills are assessed during the course and detailed feedback given. These skills are tested in the final exam.

ADVISED ENTRY REQUIREMENTS

Students must have Grade 6 or above from GCSE Science or Chemistry. GCSE Maths at Grade 6 or above is also needed. Students must additionally study A Level Maths or Core Maths alongside their Chemistry – this is a beneficial combination.



FOR FURTHER INFORMATION

Contact:
Mr P Brown

SUBJECT SPECIFICATION

Advances in computing are transforming the way we work and this course has been designed to allow you to gain an understanding of the Computer Science world. This course offers students excellent progression opportunities into higher education and the ability to be able to thrive in the work place.

You will have a chance to study the following areas:

1. Fundamentals of programming
2. Fundamentals of data structures
3. Fundamentals of algorithms
4. Theory of computation
5. Fundamentals of data representation
6. Fundamentals of computer systems
7. Fundamentals of computer organisation and architecture
8. Consequences of uses of computing
9. Fundamentals of communication and networking
10. Fundamentals of databases (A Level Only)
11. Big Data (A Level Only)
12. Fundamentals of functional programming (A Level Only)
13. Systematic approach to problem solving (A Level Only)

HOW WILL THE COURSE BE ASSESSED?

AS LEVEL EXAMS

Paper 1: 50% Is a Computer Based external exam, which will involve programming under exam conditions.

FOR FURTHER INFORMATION

Contact:
Mr S Beedie

Paper 2: 50% Is a written exam where students will answer questions based on Computer Science Theory as described above.

A LEVEL EXAMS

Paper 1: 40% Is a Computer Based external exam, which will involve programming under exam conditions?

Paper 2: 40% Is a written exam where students will answer questions based on Computer Science Theory as described above.

Non-Exam Assessment: 20% Solving a practical problem in Computer Science using a Systematic approach. This will be assessed by your teacher.

ENTRY REQUIREMENTS

GCSE Maths and English at Grade 4 or above. A keen interest in computer science and programming. You do not need to have studied Computing at GCSE although this would be desirable.

PROGRESSION OPPORTUNITIES

Excellent opportunities for a wide selection of university courses and employment, not just linked to computer science and programming. Essential skills for students interested in software development, games design or other computer science related courses or jobs.

FOR FURTHER INFORMATION

Contact:
Mr S Beedie

SUBJECT SPECIFICATION

WJEC Level 3 Applied Diploma in Criminology includes elements of psychology, law and sociology to develop an understanding of crime, theories of why people commit crimes and what can be put in place in society to reduce crime. It also considers how the media portrays crime and how this impacts our understanding and awareness of crime. You will develop a range of skills whilst gaining knowledge and understanding about the Criminal Justice System.

QUALIFICATION STRUCTURE

Unit 1 Changing Awareness of Crime – Controlled Assessment

The first unit you will study covers different types of crime, reasons why these crimes would not be reported, what influences our perception of crime and you will plan, design and justify your own campaign for change. This will be assessed through a controlled assessment during Year 12.

Unit 2 Criminological Theories – External Exam

The second unit focuses on theories for why people commit crimes from a biological, psychological and sociological perspective as well as considering how we can use these theories to inform policy and make changes.

Both Unit 1 and Unit 2 are covered in Year 12 and lead to a Certificate (AS).

Unit 3 Crime Scene to Courtroom – Controlled Assessment

The third unit covers the processes involved from a crime being committed all the way through to the court case, including personnel involved, techniques used, rights of the suspect, trial processes and influences on the outcome of the criminal cases.

FOR FURTHER INFORMATION

Contact:
Miss W Ison

Unit 4 Crime and Punishment – External Exam

In the final unit, you will look at how laws are made, how the criminal justice system is organised (in England and Wales), and the role of different agencies (police, courts, etc.) in achieving social control.

Learners must complete ALL units and will be awarded a Diploma (A Level).

ADVISED ENTRY REQUIREMENTS

Criminology is a fascinating and demanding subject. Candidates will need five GCSE Passes 4 or above including Maths and English.

PROGRESSION OPPORTUNITIES

Criminology, like other academic subjects, leads to a place at University or employment. The programme will enable you to develop; skills required for independent learning and development; a range of transferable skills; the ability to solve problems; the skills of project-based research, development and presentation; the fundamental ability to work collaboratively alongside other professionals, in a professional environment; the ability to apply learning in vocational contexts. It will support access to higher education degree courses in the social sciences such as Criminology, Sociology, Psychology and Law. Studying criminology will also provide a good grounding in the knowledge and understanding required to go on to employment in the criminal justice system in areas such as the probation service, policing and the courts and tribunals service. With their critical thinking, analytical and communication skills, criminology students are also attractive to employers outside the criminal justice sector in areas such as social research and politics.

FOR FURTHER INFORMATION

Contact:
Miss W Ison

SUBJECT SPECIFICATION

What's Assessed	Paper 1 Technical principles
How it's Assessed	Written exam: 2 hours and 30 minutes 120 marks • 30% of A Level
What's assessed	Paper 2 Designing and making principles
How it's assessed	Written exam: 1 hour and 30 minutes 80 marks • 20% of A Level
Section A:	Product Analysis: 30 marks • Up to 6 short answer questions based on visual stimulus of product(s).
Section B:	Commercial manufacture: 50 marks Mixture of short and extended response questions

NON-EXAM ASSESSMENT (NEA)

What's assessed	Practical application of technical principles, designing and making principles.
How it's assessed	Substantial design and make project 100 marks • 50% of A Level

PROGRESSION OPPORTUNITIES

Design and technology can set you up for a career in a wide variety of industries such as fashion, engineering, architecture, information technology, careers in hospitality, and even education. Popular careers for people with design and technology qualifications include: fashion designer, tailor, product designer, architect, software engineer, civil engineer, carpenter and chef.

FOR FURTHER INFORMATION

Contact:
Miss A M Stringer

PRACTICAL APPLICATION

A Level Design and Technology: Product Design requires students to engage in both practical and theoretical study. This specification requires students to cover design and technology skills and knowledge as set out below. These have been separated into:

- Technical principles
- Designing and making principles.

Students should develop the ability to draw on and apply a range of skills and knowledge from other subject areas to inform their decisions in design and the application or development of technology. There are clear links between aspects of the specification content and other subject areas such as Computer Science, Business Studies, 'Enterprise and marketing in the development of products; Art and Design and History. This is not an exhaustive list, and there are other opportunities within the specification for students to integrate and apply their wider learning and understanding from other subject areas studied during Key Stage 4, as well as those subjects that they are studying alongside A Level Design and Technology.

Students will investigate historical, social, cultural, environmental and economic influences on design and technology, whilst enjoying opportunities to put their learning in to practice by producing prototypes of their choice. Students will gain a real understanding of what it means to be a designer, alongside the knowledge and skills sought by higher education and employers.

FOR FURTHER INFORMATION

Contact:
Miss A M Stringer

SUBJECT SPECIFICATION

The course is comprised of 'Language, the individual and society' (Textual variations and representations; children's language development (0 -11 years); methods of language analysis) and 'Language diversity and change' (Language diversity; language discourses; writing skills; methods of language analysis). There is also a 'Language in action' unit, based on coursework, featuring a language investigation, original writing and methods of language analysis.

TEACHING METHODS

The study and investigation of texts, both spoken and written, through discussion and close analysis. The 'Language in action' coursework may often have a workshop approach.



FOR FURTHER INFORMATION

Contact:
Ms L Baker

HOW WILL THE COURSE BE ASSESSED?

The A Level qualification is assessed by two exam papers, each lasting 2 ½ hours and each being worth 40% of the A Level. The final 20% of the A Level course is a coursework component made up of a 2,000 word language investigation and piece of creative writing, with accompanying commentary, totalling 1,500 words.

ADVISED ENTRY REQUIREMENTS

Candidates should enjoy the challenge and process of writing, since it is a large part of the course. Candidates should also have a strong interest in how language works, an analytical mind and a willingness to undertake independent research into specific areas of language study.

PROGRESSION OPPORTUNITIES

Previous candidates have gone into degree courses in a wide range of subjects including Journalism, English Language, Linguistics and Speech Therapy. The course complements other AS/A Level courses well, particularly English Literature and Psychology, where some of the topics on language development overlap.

FOR FURTHER INFORMATION

Contact:
Ms L Baker

SUBJECT SPECIFICATION

The A Level course is comprised of three units: Drama, Prose and Poetry. Texts studied include Shakespeare, a modern drama text, modern and pre-1900 prose texts, an anthology of post-2000 poetry and a study of a named poet or movement. There is also a coursework component entitled 'Comparing texts'.

TEACHING METHODS

Both shared and independent exploration and interpretation of texts and their contexts underpins this course, as does wider reading. Coursework skills will be taught in the form of workshops with personalised support and guidance.

HOW WILL THE COURSE BE ASSESSED?

At A Level, the drama and poetry units are both assessed via a 2 hour and 15 minute open book exam, each exam being worth 30% of the final grade. The prose unit is assessed through a 1 hour exam, worth 20%. The coursework makes up 20% of the A Level, involving a comparative critical study of two texts.

PROGRESSION OPPORTUNITIES

Previous candidates have gone into degree courses in a wide range of subjects including Journalism, Teaching, Theatre and American Studies. The course complements other AS/A Level courses well, particularly English Language and History, where some of the topics on context overlap.

FOR FURTHER INFORMATION

Contact:
Miss V Archer

ADVISED ENTRY REQUIREMENTS

Grade 5 at GCSE English Literature.

Candidates should enjoy independent reading and sharing and discussing their own ideas. Candidates should also have a strong interest in all genres of literature and take a keen interest in historical and cultural differences as these form a large part of the discussion in lessons.



**FOR FURTHER
INFORMATION**

Contact:
Miss V Archer

SUBJECT SPECIFICATION

The A Level qualification is made up of eight units. Four of these units are covered in the AS exam that students will sit as a stand alone qualification in Year 12. Students will be offered the opportunity to take part in a three day residential field work study as part of the course.

Unit 1: Tectonic Processes and Hazards

Unit 2: Glacial Landscape and Change

Unit 3: Globalisation

Unit 4: Regenerating Places

Unit 5: The Water Cycle and Water Insecurity

Unit 6: The Carbon Cycle and Energy Security

Unit 7: Superpowers

Unit 8: Migration, Identity and Sovereignty

TEACHING METHODS

A variety of teaching methods are used, however students need to be aware that independent learning is expected, using their own research as well as taught periods. Fieldwork is an essential part of the course and students will have to undertake four days of fieldwork and prepare an independent writing investigation worth 20% of the overall grade.

HOW WILL THE COURSE BE ASSESSED?

All students will sit a stand alone AS qualification at the end of Year 12 as preparation for the full A Level. This will consist of two papers – each worth 50% of the course. One 1hr 45 mins paper on Units 1 and 2, and one 1hr 45 mins paper on Units 3 and 4.

Paper 1: 2 hours 15 minutes - 30% – Units 1-2 and 5-7

Paper 2: 2 hours 15 minutes – 30% – Units 3&4 and 7&8

Paper 3: 2 hours 15 minutes – 20% – synoptic investigation of a geographical issue NEA – 20%

FOR FURTHER INFORMATION

Contact:
Mr R Griffiths



“The small class sizes mean its easy to get help when you need it. My Geography lessons have inspired me to study the subject at University and I am being supported with my UCAS application so I can get there.”



Maisie
Studying Geography,
Psychology, Art

ENTRY REQUIREMENTS

Five GCSE at Grade 5 or above. Candidates that have not taken GCSE Geography will be accepted if they have gained high GCSE grades.

PROGRESSION OPPORTUNITIES

Geography works well with a range of subjects to develop a wider breadth of skills. You can pair Geography with English for Journalism, History for a full understanding of past, present and future, Design and Technology for Landscape Designer and Eco-Design.

Geography as a supporting subject offers a range of skills which support a huge range of other subjects including Business, Biology, Psychology, Maths and Computing.

FOR FURTHER INFORMATION

Contact:
Mr R Griffiths

SUBJECT SPECIFICATION

The Cambridge Advanced Nationals in Health and Social Care will encourage students to:

- Develop key knowledge, understanding and skills, relevant to the subject
- Think creatively, innovatively, analytically, logically and critically
- Develop valuable communication skills that are important in all aspects of further study and life
- Develop transferable learning and skills, such as evaluation, planning, presentation and research skills, that are important for progression to HE and can be applied to real-life contexts and work situations
- Develop independence and confidence in applying the knowledge and skills that are vital for progression to HE and relevant to the health and social care sector and more widely

The qualification will also help you develop independence and confidence in using skills that are relevant to the sector and that prepare you for progressing to university courses where independent study skills are needed. You will develop the following transferable skills that can be used in both higher education and other life and work situations including communicating and collaborating effectively with individuals; creating and presenting/delivering information to an individual, independent learning and self-directed study and completing research to solve problems. In addition, you will learn to evaluate your own work, self-reflection, time management, critical thinking and referencing.

THERE ARE SIX UNITS:

F090: Principles of health and social care

This unit is assessed by an exam, you will learn about the key topics that are important to develop underpinning knowledge and understanding relevant to health and social care.

F091: Anatomy and physiology for health and social care

This unit is assessed by an exam, you will learn about the arrangement of body systems and the structure and function of the component parts. You will learn about key processes within each body system, that enable them to function properly. You will then explore conditions affecting these systems, specifically learning about the biological basis, monitoring, treatment and impact on lifestyle and independence.

FOR FURTHER INFORMATION

Contact:
Mrs C Wallace

F092: Person-centred approach to care

This unit is assessed by an assignment, you will learn the principles and values that underpin a person-centred approach to care and the practical tools that can be used to develop care plans for individuals. You will explore how to communicate in health and social care, how to build relationships and the barriers that need to be overcome to achieve person-centred care. You will learn to write outline care plans to suit individuals, using person-centred approaches and develop your reflective practice skills.

F093: Supporting people with mental health conditions

This unit is assessed by an assignment, you will learn about how individuals with mental health conditions can be cared for and supported in a way which is suitable for their needs. You will do this through exploring the meaning of mental health and mental health needs, and considering the main types of mental health conditions and how these may affect the life of individuals. You will explore the different ways that individuals may be supported to promote their mental wellbeing, manage their condition, and different forms of treatment and support that may be available.

F095: Investigating public health

This unit is assessed by an assignment, you will learn about current public health challenges and reasons why a healthy society is vital. You will then research a public health challenge and propose an approach to improve health and protect the public. You will consider your approach, how it will be resourced, implemented and monitored to improve the targeted area of public health.

F097: Supporting healthy nutrition and lifestyles

This unit is assessed by an assignment you will learn about the healthy eating guidelines, physical activity guidelines, nutritional labelling and the sources of nutrients. You will learn how to use this information to plan healthy and balanced meals for service users with different nutritional needs. You will investigate some of the barriers facing service users to eat healthy meals and the support that individuals may require to eat healthy meals.

PROGRESSION OPPORTUNITIES

This course provides an excellent foundation for students wishing to go into Nursing, Health Education and other health related careers or into Social Work, Social Care etc., as well as careers with children including Early Years teaching. The six-unit programme provides good preparation for related employment as well as university entrance preparation. There are more than 350 roles in the health sector. Many of them involve working alongside a wider team of medical and other professionals for the benefit of patients and the public. There are also many non-clinical roles such as IT specialists, business managers, accountants and engineers who benefit from the underpinning knowledge that this course provides.

FOR FURTHER INFORMATION

Contact:
Mrs C Wallace

SUBJECT SPECIFICATION

AS students will study:

A breadth Study: The quest for Political Stability: Germany 1871-1929

This involves:

- The Kaiserreich 1871 – 1914
- Empire to Democracy 1914-1929

A depth Study: The Making of Modern Britain 1951-1979

This involves considering:

- The Affluent Society 1951-64
- The Sixties 1964-70
- The end of Post War Consensus 1970-79

Each will be examined by an examination paper of 1 hour 30 minutes both involving a question about a source extract and one further essay question from a choice of two at the end of Year 12.

Each paper is worth 50% of the AS Level.

Going on to A Level in Year 13 students will continue with:

A breadth study: The Quest for Political stability: Germany 1871-1991

In addition to the content studied during the AS course on this students will also consider:

- The Nazi experiment 1929-1949
- Division to unity: the Federal Republic of Germany 1949-1991

PROGRESSION OPPORTUNITIES

History offers many opportunities in careers such as law, journalism, business management and any job which involves analysing, evaluating and using information.

FOR FURTHER INFORMATION

Contact:
Mrs J Sanders

A depth study: The Making of Modern Britain 1951-2007

In addition to the content studied during the AS course on this students will also consider:

The impact of Thatcherism 1979-1987

Towards a new consensus 1987-1997

The Era of New Labour 1997-2007

Each will be examined by an examination of 2 hours 30 minutes both involving a compulsory question linked to historical interpretations and sources and two further essays from a choice of three. This is done at the end of Year 13.

Each paper is worth 40% of the A Level.

There will also be a third component:

A Personal Study based on a topic of the student's choice. This will take the form of a question in the context of approximately 100 years. Students will not be allowed however to base it on either Britain or Germany in the periods studied in the Breadth and Depth studies. This makes up 20% of the A Level and will be undertaken during Year 13.

FOR FURTHER INFORMATION

Contact:
Mrs J Sanders

SUBJECT SPECIFICATION

The new A Level specification has a three component structure. Three components are required in order to complete the course.

A LEVEL

Investigating the media (Written examination: 35% of qualification)

Section A: Investigating Media Language and Representation

This section assesses media language and representation in relation to two of the following media forms: advertising, marketing, music video or newspapers.

Section B: Investigating Media Industries and Audiences

This section assesses **two** of the following media forms – advertising, marketing, film, newspapers, radio, video games - and media contexts.

PROGRESSION OPPORTUNITIES

Media Studies has an increasingly relevant role to play in our society. There are a wide range of specialist Media Studies courses that students could apply for after they have completed their A Level. The subject compliments other creative subjects like Art and the Performing Arts. There are similar analysis skills used in the English subjects too.

FOR FURTHER INFORMATION

Contact:
Mr S Beedie

INVESTIGATING MEDIA FORMS AND PRODUCTS

(Written examination: 35% of qualification) The exam consists of three sections.

Section A: Television

There will be one two-part question or one extended response question.

Section B: Magazines

There will be one two-part question or one extended response question.

Section C: Online Media

There will be one two-part question or one extended response question.

Media Production (Non-exam assessment: 30% of qualification)

An individual media production comprising a single media product created in response to a choice of briefs set by WJEC, applying knowledge and understanding of the theoretical framework.

TEACHING METHODS

Students are taught in a mixture of whole class teaching, group activities and individual assignments. Independent study is essential for the Media Production component. There are set texts that have to be studied and students will be informed about these at the start of the course.

ADVISED ENTRY REQUIREMENTS

There is no need to have studied GCSE Media Studies. You are expected to have an excellent work ethic and meet deadlines.

FOR FURTHER INFORMATION

Contact:
Mr S Beedie

SUBJECT SPECIFICATION

The Mathematics A Level consists of three main area of study:

Pure Mathematics (66%) is the methods and techniques which underpin the study of all other areas of mathematics, such as algebra, trigonometry, calculus, vectors and proof. Most of these extend work from GCSE.

Statistics (17%) involves statistical sampling, data presentation and probability, leading to the study of some statistical distributions and working with a large data set.

Mechanics (17%) is the study of the physical world, modelling the motion.

TEACHING METHODS

Students are taught through a mixture of whole class teaching, group and individual work. Independent study between lessons is vital and regular assignments and assessments are used to monitor pupil progress.

HOW WILL THE COURSE BE ASSESSED?

The student's grade is decided entirely by their examination result at the end of the course.

ADVISED ENTRY REQUIREMENTS

Grade 6 or above for GCSE Maths is preferred.

PROGRESSION OPPORTUNITIES

Many and varied. Higher level mathematical skills are widely sought both by employers and higher education courses.

Core Maths has been designed to support students' other studies, and the problem solving and reasoning skills are useful in a variety of other academic and vocational situations.

FOR FURTHER INFORMATION

Contact: Mr Moody
and Mr Thomas

QUALIFICATION

Further Maths A Level

FURTHER MATHS SUBJECT SPECIFICATION

Further Maths is an additional A Level qualification taken alongside a Mathematics course. It is designed to stretch and challenge able mathematicians and prepare them for university courses in mathematics and related quantitative and scientific subjects.

ADVISED ENTRY REQUIREMENTS

Grade 7 or above for GCSE Maths is preferred.

QUALIFICATION

Level 3 - UCAS points equivalent to AS Level

Exam Board: AQA

www.aqa.org.uk

CORE MATHS SUBJECT SPECIFICATION

The Core Maths qualification will help students retain, deepen and extend their mathematics and be better prepared for higher education and employment. Core Maths will help them to understand and apply clear, mathematical reasoning to real-life problems, analyse and interpret data in various contexts and confidently deal with everyday financial mathematics.

TEACHING METHODS

Students are taught through a mixture of whole class teaching, group work and individual work. They will become very familiar with using computers, particularly spreadsheets, for mathematical analysis.

HOW WILL THE COURSE BE ASSESSED?

Two 90 minute examinations, with some preliminary material available in advance.

Paper 1: Analysis of data, maths for personal finance, estimation

Paper 2: Critical analysis of given data and models including spreadsheets and tabular data, statistical techniques

ADVISED ENTRY REQUIREMENTS

Core Maths is designed for post-16 students with a GCSE Grade 4 or above who want to continue studying mathematics but not at AS or A Level.

FOR FURTHER INFORMATION

Contact:
Mr Moody

HOW WILL A-LEVEL MUSIC HELP ME IN THE FUTURE?

In the future Creativity is going to be one of the most important and in demand skills at work (World Economic Forum.) When business bosses across the world were surveyed, they voted Creativity as the most important workplace capability to help their businesses survive and grow. This means that the study of creative subjects, like Music, is becoming even more important and relevant to young people to give you the chance to succeed – whatever your ambitions. At the same time, you will find many opportunities to develop and improve your personal wellbeing both independently and as part of a wider community.

WHAT WILL I LEARN AND HOW WILL IT BE ASSESSED?

- The Eduqas A Level Music course has three components: Performing, Composing and Appraising (Listening.)
- Performing is assessed by a visiting examiner, giving a much more realistic scenario than a recording, allowing students to demonstrate their communication of the music to the listener, and giving a real sense of occasion.
- Composition is assessed through two pieces: one written in a Western Classical Style in response to a chosen brief, and one free piece which can be in any style, allowing candidates to demonstrate and develop their personal specialisms.
- Students can choose whether they wish to be assessed on a longer performance or submit a third composition, allowing them to develop their preferred specialism.
- Areas of study include the Development of the Symphony, Rock and Pop Music, and Into the Twentieth Century.

FOR FURTHER INFORMATION

Contact:
Mrs D Forrest

CONTENT		SET WORKS
Detailed study of one symphony and general study of another, within the social, historical and cultural context.		Choose one for detailed study, the other for general study: Haydn, Symphony 104 in D major, London. or Mendelssohn, Symphony 4 in A major, Italian.
Rock and Pop 1960-2000	Pop, Rock (including progressive rock, heavy metal, folk-rock, punk rock), Soul, Funk, Disco & Country	No set works for these areas of study
Into the Twentieth Century 1895 –	Detailed study of 2 set works. Impressionism Expressionism including serialism Neo-classicism	Poulenc, Trio for Oboe, Bassoon and Piano, movement II and Debussy, Three Nocturnes, Number 1, Nuages.

PROGRESSION OPPORTUNITIES

You can develop your existing performance ability and use this towards achieving an A Level. If you already enjoy writing your own music or songs, you can use this ability and experience, and learn how to develop your ideas into successful pieces.

If you love listening to music, you will learn more about what makes the music you enjoy work so well.

FOR FURTHER INFORMATION

Contact:
Mrs D Forrest

QUALIFICATION

BTEC Level 3 National Extended Certificate in Performing Arts

Exam Board: Edexcel
www.edexcel.co.uk

SUBJECT SPECIFICATION

BTECs embody a fundamentally learner-centred approach to the curriculum, with a flexible, unit-based structure and knowledge applied in project-based assessments. They focus on the holistic development of the practical, interpersonal and thinking skills required to be able to succeed in employment and higher education.

360 GLH (480 TQT) Equivalent in size to one A Level.

4 units, of which 3 are mandatory and 1 own choice.

Two of the units are externally assessed:

- Mandatory content (83%)
- External assessment (58%)

The Extended Certificate is for learners who are interested in learning about the performing arts sector.

STRUCTURE

Qualification Structure

Pearson BTEC Level 3 National Extended Certificate in Performing Art

Mandatory Units

There are 3 mandatory units, 1 internal (Developing skills and techniques for live performance) and 2 external (Investigating practitioners work and Group performance workshop). Learners must complete and achieve at pass grade or above for all these units.

Optional Units

Learners must complete at least 1 optional unit from an exciting range.

FOR FURTHER INFORMATION

Contact:
Mrs H Openshaw

HOW DOES THE QUALIFICATION PROVIDE EMPLOYABILITY SKILLS?

In the BTEC National units there are opportunities during the teaching and learning phase to give learners practice in developing employability skills.

Cognitive and problem-solving skills, Intrapersonal skills and Interpersonal skills.

ENTRY REQUIREMENTS

Five GCSE passes 4 or above including Grade 4 or above at GCSE Drama.

If candidates haven't taken GCSE Drama they will be considered if they have extensive experience of theatre performance in school or with an outside group.

PROGRESSION OPPORTUNITIES

In addition to the performing arts sector-specific content, this qualification provides learners with the opportunity to develop all-round performance skills and transferable skills such as self-confidence, self-presentation, personal discipline, time management and organisational skills which are highly regarded by higher education and employers.

FOR FURTHER INFORMATION

Contact:
Mrs H Openshaw

SUBJECT SPECIFICATION

Philosophy challenges you to tackle some of humanity's biggest questions about knowledge, reality, ethics, mind, and belief. You will develop important skills that will help to prepare for progression to higher education and be applicable to a range of subjects and careers. You will learn to be clear and precise in your thinking and writing. You will engage with complex texts, analysing and evaluating the arguments of others and constructing and defending your own arguments.

In A Level Philosophy you will study four different areas:

Epistemology (theory of knowledge) – What can we know?

Can we be sure that there is a world around us? Is there anything we can be sure of at all? What is knowledge? Do we learn everything through experience or is some knowledge innate?

Moral Philosophy – How do we decide what is right or wrong?

A study of three ethical theories: Utilitarianism (we should do whatever brings the best consequences), Kant's deontology (we should always follow the rules), and virtue ethics (we should do what develops a good character).

The Metaphysics of Mind – Are my mind and body separate?

What is the relationship between the body and the mind? What is consciousness? Is there a difference between a mind and a computer? If you swapped brains with someone which person would be you?

The Metaphysics of God – Can it be rational to believe

in God? What arguments have been presented for God's existence, and can they be criticised? If there were a God, can the existence of suffering be explained? Could an all-powerful God create a stone He couldn't lift?

FOR FURTHER INFORMATION

Contact:
Mr N Thompson

HOW WILL THE COURSE BE ASSESSED?

This qualification is linear. The course is assessed entirely when students will sit all their exams at the end of the course.

Paper 1: Epistemology and moral philosophy

How it's assessed

- Written exam: 3 hours
- 100 marks
- 50% of A Level

Questions

Section A: Five questions on epistemology

Section B: Five questions on moral philosophy

Paper 2: The metaphysics of God and the metaphysics of mind

How it's assessed

- Written exam: 3 hours
- 100 marks
- 50% of A Level

Questions

Section A: Five questions on the metaphysics of God

Section B: Five questions on the metaphysics of mind

ADVISED ENTRY REQUIREMENTS

Grade 5 in Religious Education is an advantage but taking the subject at GCSE is not essential. Grade 5 or above in English Language is an advantage.

PROGRESSION OPPORTUNITIES

Philosophy prepares you for diverse careers in law, politics, journalism, and academia. You'll gain critical reasoning, ethical awareness, and communication skills that help you think clearly and argue persuasively in any profession.

FOR FURTHER INFORMATION

Contact:
Mr N Thompson

SUBJECT SPECIFICATION

This new specification is designed to enable students to receive a well rounded and full introduction to the world of PE, Sport and Sport Science. This is especially important for students who want to move on to higher education courses in sport, go into full time employment or undertake further training. Students who undertake the course will also be given free access to the mypeeexam.org learning platform and are expected to complete around three hours of self study per week using this platform.

A2 Outline Students will study areas in more detail and are expected to demonstrate higher order skills such as data analysis and interpretation. They are assessed in one sport or as a coach.

PROGRESSION OPPORTUNITIES

Physical Education students can progress to Higher Education.

Courses followed may include; Sports Science, Teaching, Physiotherapy, Leisure and Recreation and Nursing along with many others.

FOR FURTHER INFORMATION

Contact:
Mr M Butler

ASSESSMENT

Area 1 - 2 hours, 30%.

- Physiological Factors that affect performance (A and P, Exercise Physiology and Biomechanics).
- Section A: 10 mark short answer questions.
- Section B: 3x20 mark questions broken down.
- Section C: 1x20 mark extended response (synoptic essay).

Area 2 - 1 hour, 20%.

- Psychological Factors that affect performance and socio cultural themes in PE (Skill acquisition, Sports Psychology and sport and society).
- Section A: 10 mark short answer questions on any topic.
- Section B: 2x20 mark questions broken down.
- Section C: 1x20 mark extended response (synoptic essay).

Area 3 - 1 hour, 20%.

- Socio Cultural factors that affect performance.
- Section A: 10 mark short answer questions on any topic.
- Section B: 2x20 mark questions broken down.
- Section C: 1x10 mark extended response (synoptic essay).

Area 4 - NEA, 30%.

- Performance within Physical Education (Performance or coaching and EAPI (Speech)).

ADVISED ENTRY REQUIREMENTS

Students should have five Grade 4's or above at GCSE, one of which should include a science subject. Students that have studied GCSE PE should have achieved a Grade 4 or above. Students should also be training and performing regularly in their chosen sport. Students that have not studied GCSE PE will be considered on an individual basis.

FOR FURTHER INFORMATION

Contact:
Mr M Butler

SUBJECT SPECIFICATION

The course starts with lessons that will develop your practical skills. You will learn new methods to analyse the data from your experiments.

- Unit 1:** Measurements
- Unit 2:** Particles and Radiation
- Unit 3:** Waves
- Unit 4:** Mechanics and Materials
- Unit 5:** Electricity

In Year 13 you will study the principles of Physics in more depth.

- Unit 6:** Further Mechanics and Thermal Physics
- Unit 7:** Fields
- Unit 8:** Nuclear Physics
- Final Unit:** Astrophysics

“The teachers at Caldew know their subjects and help me when I am struggling. Sixth Form has given me a range of experiences; visiting CERN, University visits, Dream Placement, student tutoring and being part of the Library Team. I feel ready to move on to University to study Physics next year.”

Joseph

Studying Physics, Maths, Further Maths and Chemistry

PROGRESSION OPPORTUNITIES

Students will learn lots of skills in Physics that will be useful in any chosen career. Precise measurements, logical thinking and clear presentation are at the core of what we do.

Physics is a useful qualification for any Higher Education Course. Students can progress to study Higher Education to study Physics and related subjects.

FOR FURTHER INFORMATION

Contact:
Mr S Bradshaw

TEACHING METHODS

A range of teaching methods will be used e.g. practical sessions, calculations, work, class teaching, discussions, group work and assignments.

ASSESSMENT

At the end of Year 12 you will do two exams for the AS Level qualification.

The A Level is assessed by three written exams at the end of Year 13.

The AS results do not count towards this award.

There is no coursework, but you will be required to carry out twelve core experiments during the course.

ADVISED ENTRY REQUIREMENTS

Students must have Grade 6 or above from GCSE Science or Physics. GCSE Maths at Grade 6 or above is also needed. Students must study A Level Maths or Core Maths alongside their Physics, this is a beneficial combination.



FOR FURTHER INFORMATION

Contact:
Mr S Bradshaw

SUBJECT SPECIFICATION

Psychology is the scientific study of human behaviour so over the two year course you will study the main research methods used in collecting data, research design and data analysis. You will study the main psychological approaches including behavioural, cognitive, biological, humanistic and psychodynamic approaches to explaining human behaviour. In your first year you will learn about a range of introductory topics in psychology. Social influence considers why, in many situations, people follow the majority, despite supposedly having free will and why people often obey authority unquestioningly. Memory examines why we remember (or why we forget) and examines the usefulness of eyewitness testimony in crime investigations. Attachment covers how and why we form an attachment to our primary caregiver and how this attachment can affect relationships in later life and what happens if we don't form an emotional bond during our early years. Clinical Psychology and Mental Health focuses on the characteristics of phobias, OCD and depression and theories for how these conditions develop as well as possible treatments. You will also study Biopsychology including the nervous system, the endocrine system and the fight or flight response. In your second year you will study issues and debates (such as nature v nurture) and three further topics: Relationships, Schizophrenia and Forensic Psychology.

AS SUBJECT CONTENT

- Paper 1: Introductory topics in psychology.** Social influence, Memory, Attachment.
- Paper 2: Psychology in context.** Approaches in Psychology (including Biopsychology), Clinical Psychology and Mental Health, Research Methods.

A LEVEL SUBJECT CONTENT

- Paper 1: Introductory topics in psychology.** Social influence, Memory, Attachment, Clinical Psychology and Mental Health.
- Paper 2: Psychology in context.** Approaches in Psychology, Biopsychology, Research Methods.
- Paper 3: Issues and options in psychology.** Issues and debates in Psychology, Relationships, Schizophrenia and Forensic Psychology.

FOR FURTHER INFORMATION

Contact:
Miss W Ison

HOW WILL THE COURSE BE ASSESSED?

Each topic is equally weighted and will be externally examined. The overall AS grade is determined by combining results from 2 separate exams (Paper 1 – Introductory topic in Psychology and Paper 2 – Psychology in Context – see previous information for individual topics) and the overall A Level grade is determined by combining results from 3 separate exams (Paper 1 – Introductory topic in Psychology, Paper 2 – Psychology in Context and Paper 3 – Issues and Options in Psychology - see previous information for individual topics).

ADVISED ENTRY REQUIREMENTS

Each student's grade profile will be considered individually. Psychology requires a good level of written English and Mathematical ability.

PROGRESSION OPPORTUNITIES

Having an A Level in Psychology forms an excellent basis for a career working with or managing people. Psychology is a well-respected qualification and a large number of students who study the subject go on to complete a Psychology degree which can lead to a career as a chartered psychologist such as educational, counselling, forensic, health and clinical psychologist with further study. An A Level in Psychology also leads to many other different career opportunities such as nursing, law, teaching, police, marketing and business, speech and language therapy, social work and is also accepted by many universities to study medicine. An A Level Psychology student can progress to degree courses in Psychology, Criminology, Sociology, Business Studies, Teaching, Sport and Exercise Science and Law. For further information regarding careers that include psychology as part of the role, please visit the careers section on the British psychological Society website <https://www.bps.org.uk/public/become-psychologist>

FOR FURTHER INFORMATION

Contact:
Miss W Ison



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