

# Post 16 Course Information Guide 2022-2023

For courses commencing September 2022



THE **MARSH** ACADEMY  
*The Skinners' family of schools*



# PRELIMINARY INFORMATION

## Introduction

The Marsh Academy is proud of its Post 16 provision as it enables students of all abilities to further their learning, skills and pursue excellence in all that they do. The students in our Post 16 have access to excellent facilities, including dedicated study space, to make the most of the learning opportunities.

The Marsh Academy sets high standards for its Post 16 students to guide them to fulfil their academic potential as global citizens who are confident of their place in the world. Students are treated as young adults and are given the independence and responsibilities they require to make the most of their experiences at the Academy. This is carefully balanced with individual support through the mentoring system, which all Post 16 students are a part of. Teachers also work hard to support their students and are always willing to set aside time to enable students to improve knowledge, understanding and application.

The Marsh Academy aims to provide opportunities for all students of all abilities and offers a range of courses at various levels to allow all to further their education and experiences. Students who enrol in and study here must be prepared to work to the principles of Post 16. All students must always want to work and study diligently and be prepared to work to the best of their ability in all subjects; always conduct themselves in a professional manner and in all aspects and be excellent role models for the school community.

## Post 16 Hours

Each student is expected to undertake a full programme of study as set out in the qualification outline. In some cases, work experience and/or enrichment may contribute to the learning programme.

## Post 16 Entry Requirements

A Levels and other Level 3 qualifications, which give students the choice and opportunity to combine interests with relevant courses for their future pathways. Each subject has specific entry requirements in addition to those set out below, but all students' places are subject to receiving a positive reference and an end of year attendance record of 90%+ to be offered a place to study in The Marsh Academy Post 16.

**It is important to understand that all students will be expected to have attained a minimum of GCSE grade 4 in Maths and English by the time they leave school or college. Therefore, if a student has not achieved these grades, they are legally required to retake these subjects.**

For those students who are unable to undertake a full Level 3 programme, we do offer a combination of qualifications across Level 3 and Level 2 depending on qualifications gained in Year 11 as follows:

For students who achieve:

6+ GCSEs at grade 5+ can study four Level 3 courses.

5+ GCSEs at grade 5+ can study three Level 3 courses.

4 + GCSEs at grade 5+ can study two Level 3 courses and two Level 2 courses.

3+ GCSE grades at 5+ can study one Level 3 and 3 Level 2 subjects.

Those students who do not meet these thresholds can choose from a suite of Level 2 qualifications.

**However, it is important to note that some Level 3 courses will have specific requirements in addition to those set out here.**

**Please note that all subject offers are provisional until September 2022 and are dependent on course viability.**

**The Marsh Academy reserves the right to review student course offers on an individual basis.**

## Important Dates

**Post 16 Open Evening: 25<sup>th</sup> November 2021**

**Post 16 Application Deadline – 31<sup>st</sup> January 2022**

**Post 16 Interviews commence – 22<sup>nd</sup> February 2022**

**Post 16 Induction Day – 11<sup>th</sup> July 2022**

**Post 16 Parents Induction – 11<sup>h</sup> July 2022**

**Results Day for GCSE students – 25<sup>th</sup> August 2022**



# COURSE INFORMATION - ACADEMIC

## Biology

### A Level - Pearson

#### Subject Overview:

The A Level Biology qualification is a two-year course, following the Edexcel GCE qualification. A range of topics are followed, with the aim of developing essential knowledge and understanding of different areas of the subject and how they relate to each other, competence and confidence in a variety of practical, mathematical and problem-solving skills and an understanding of how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society.

#### Course Overview:

Topics studied include: Lifestyle, Health and Risk, Genes and Health, Biodiversity and Natural Resources, Immunity, Infection and Forensics, and Grey Matter.

#### Assessment Overview:

The qualification is assessed through three externally set papers and a set of core experiments. The qualification is designed to permit access to higher qualifications, or the workplace at higher levels of competence.

#### Entry Requirements:

A minimum of a grade 6 in GCSE Science and Mathematics and a grade 5 in English.

#### Future Pathways:

Biology studied at A Level is essential for further studies at university of the pure Science or related areas, similarly for many technical apprenticeships. Like all of the Sciences, Biology is not an easy option and success is more likely if there is a reason to follow this at Post 16. Before opting to follow a Science at A Level, prospective candidates are strongly encouraged to check with future institutions as to their entry requirements, to ensure that the correct A Levels at Post 16 have been selected. For instance, should you wish to be a doctor, Chemistry is more important than Biology as far as most centres are concerned.

## Business

### A Level - WEJC

#### Subject Overview:

Learners will be introduced to the dynamic business environment and the importance of entrepreneurial activity in creating business opportunities and sustaining business growth. The focus of our A level Business specification is to nurture an enthusiasm for studying business using contemporary contexts, allowing learners to develop an appreciation of the strategic, complex and inter-related nature of business issues from a local to global perspective.

#### Course Overview:

Students will cover a wide range of business content and concepts through the study of four units. Two will be studied in the first year, learning about business opportunities and business functions. In the second year, students will learn about business analysis and strategy and business in a changing world.

#### Assessment Overview:

The qualification is assessed through three externally set papers:

Paper 1: Business Opportunities – 15% of final grade

Paper 2: Business Functions – 25% of final grade

Paper 3: Business Analysis and Strategy 30% of final grade

Paper 4: Business in a Changing World – 30% of final grade

#### Entry Requirements:

There is no requirement to have studied Business at Level 2, but a minimum grade 5 in Mathematics and English is essential.

#### Future Pathways:

A Level business studies looks great to any employers as it shows you have a background information into how a business works, so you are automatically considered for higher positions. There are a number of career and university options your A-level in business studies will offer you.

Possible career choices with A-level business studies include management, marketing, finance, accounting, banking, retailing, manufacturing and local government. Many universities will accept business studies as a A-level when applying for courses such as economics, business studies and many other options.

## Chemistry

### A Level - Pearson

#### Subject Overview:

The A Level Chemistry qualification is a two-year course, following the Edexcel GCE qualification. A range of topics are followed, with the aim of developing essential knowledge and understanding of different areas of the subject and how they relate to each other, competence and confidence in a variety of practical, mathematical and problem-solving skills and an understanding of how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society.

#### Course Overview:

Topics studied include: Atomic Structure and the Periodic Table, Inorganic Chemistry and the Periodic Table, Formulae, Equations and Amounts of Substance, Organic Chemistry, Kinetics and Modern Analytical Techniques.

#### Assessment Overview:

The qualification is assessed through three externally set papers and a set of core experiments. The qualification is designed to permit access to higher qualifications, or the workplace at higher levels of competence.

#### Entry Requirements:

A minimum of a grade 6 in GCSE Science and Mathematics and a grade 4 in English

#### Future Pathways:

Chemistry studied at A Level is essential for further studies at university of the pure Science or related areas, similarly for many technical apprenticeships. Like all of the Sciences, Chemistry is not an easy option and success is more likely if there is a reason to follow this at Post 16. Before opting to follow a Science at A Level, prospective candidates are strongly encouraged to check with future institutions as to their entry requirements, to ensure that the correct A Levels at Post 16 have been selected. For instance, should you wish to be a doctor, Chemistry is more important than Biology as far as most centres are concerned.

# COURSE INFORMATION - ACADEMIC

## Computer Science

### A Level - OCR

#### Subject Overview:

Computing is an exciting course that gives you a strong understanding of how computers work and how to write your own programs. It focuses on problem-solving, mathematical reasoning and engineering-based thinking. It is a good foundation for understanding future challenges in this fast-moving technological world. There is a clear distinction between ICT and Computing. Computing is about designing new algorithms to solve new problems. This course covers the technical side of Computing including 'Programming' and 'Computer Architecture'.

#### Course Overview:

Computer Science is about the devices and systems that enable our digital age to exist. It is not a study of the software used every day in offices and homes around the world but more about how these systems work, how they do what they do, their limitations, their strengths and the astounding way we humans have adapted basic logical thinking to create such amazing tools. Over the whole two years you will:

- Learn to program using a high level (3GL) language;
- Appreciate the role of binary in storing numerical and non-numerical data;
- Learn how images and sound are stored digitally;
- Understand the use of logic gates and Boolean Algebra;
- Grasp how software and hardware work together to form the systems of today;
- Visualise how the processor works by studying the Fetch-Execute Cycle;
- Know how data can be stored, sorted and searched through;
- Gain an appreciation of the use of vectors within the computing field;
- Learn about Finite State Machines, Regular Expressions and Language;
- Extend your understanding of fundamental computing by studying Turning Machines;
- Study the role of operating systems, explore networking and the way the internet works;
- Become aware of the client-side and server-side languages of the web;
- Understand how 4GL languages are used to manipulate data or diagnose illnesses.

#### Assessment Overview:

This course is 100% linear with all examinations taken at the end of year 13:

- Computer Systems (2.5 hr written paper) 40% of the final grade.
- Algorithms and Programming (2.5 hr written) 40% of the final grade.
- Programming Project (internal programming project) 20% of the final grade.

#### Entry Requirements:

A minimum of a grade 5 in Computer Science and Mathematics.

#### Future Pathways:

One can study Computing and go on to a career in medicine, law, business, politics or any type of science. However, if you decide to do a computing related degree then this A Level will be extremely useful. Some universities demand Maths A Level as one of their requirements to do a Computer Science Degree (please check university website for more information).

## English Literature

### A Level - Pearson

#### Subject Overview:

Readers! This A Level is all about books: reading books, analysing books, investigating and considering the contexts of books, comparing books, interpreting books . . . so a love of literature and a willingness to read beyond your usual preferences is essential.

You will study novels, plays and poetry from a range of genres and historical periods, and learn how to write essays about these texts in a sophisticated academic style.

#### Course Overview:

**Component One:** Drama (Written exam) 35%

We study the incredible Shakespearean tragedy, Hamlet – and consider some of the critical responses to its themes that have been written over the years.

We also study Tennessee Williams' play, A Streetcar Named Desire enabling us to explore the tensions at play in post-war New Orleans.

**Component Two:** Prose (Written exam) 20%

We read the extraordinary Frankenstein written by a teenage Mary Shelley and compare this with Atwood's dystopian novel The Handmaid's Tale.

**Component Three:** Poetry (Written exam) 30%

We study selected poems from the tortured Christina Rossetti who struggled to find contentment in the Victorian age.

We look at a selection of contemporary poems written in the first decade of this century; these tackle modern issues such as gender identity and relationship trauma. Skills of poetry analysis are additionally examined through comparison with an unseen poem.

**Component Four:** non-examination assessment

Students produce an extended essay of 2500-3000 words comparing two texts of their choice

Choices must be complete texts and may be linked by theme, movement, author or period may be selected from poetry, drama, prose or literary non-fiction.

#### Assessment Overview:

Component 1: Written exam: 2hrs 15 mins

Component 2: Written exam: 1hr 15 mins

Component 3: Written exam: 2hrs 15 mins

Component 4: Non examined assessment

#### Entry Requirements:

A minimum of a grade 5 or above in GCSE English.

#### Future Pathways:

English Literature is appreciated by a wide range of occupations and job sectors as it displays independent thought, the ability to analyse critically and the capability to articulate ideas in a focused and detailed way. Job sectors including Law, Media and Publishing would be possibilities in the future, amongst others, and you could pursue a degree in Literature or use the A Level to gain access to other valuable degrees; it is a very accessible and versatile subject.

## Geography

### A Level – AQA

#### Subject Overview:

There has never been a better or more important time to study A level Geography. Dealing with vital issues such as climate change, migration, environmental degradation, social issues and natural hazards, A level Geography is one of the most relevant subjects you could choose to study. Students enjoy the scope of the material they cover in geography, the insights it can provide into the world around us and the highly contemporary nature of the issues it tackles. The A level Geography course is split into human and physical geography even though geography is a very fluid subject with some of the issues overlapping.

#### Course Overview:

The Geography A Level is split onto two main elements, each contain a wide range of study and opportunities to develop a modern and relevant understanding of the world around us.

- Physical geography

Water and carbon cycles; Hot desert systems and landscapes; Coastal systems and landscapes; Glacial systems and landscapes; Hazards, Ecosystems under stress

- Human geography

Global systems and global governance; Changing places; Contemporary urban environments; Population and the environment; Resource security

- Geography fieldwork investigation

#### Assessment Overview:

Component 1: Physical Geography. Written exam: 2hrs 30 minutes

Component 2: Human Geography: Written exam 2hrs 30 mins

Component 3: Geographical Fieldwork Investigation: 3,000- 4,000-word assignment after carrying out an investigation into a chosen topic

#### Entry Requirements:

A minimum of a grade 5 in Geography and a 4 in English GCSEs

#### Future Pathways:

Opting for A-level geography can give you a huge range of possible career choices in the future. The A-level geography course encourages students to gain and apply knowledge and understanding of physical and human processes through studying places and environments with an appreciation of the dynamic nature of geography.

Students who study Geography will find that it is a facilitating subject for many universities. Students who study geography are able to apply their knowledge and skills across a wide range of career fields from working with international charities, to surveying and project management. Many of the leaders of global institutions and companies have studied Geography at an advanced level.

# COURSE INFORMATION - ACADEMIC

## History

### A Level - AQA

#### Subject Overview:

If students choose to study A Level History, they will have the opportunity to study units examining two very different periods of time. This option allows students to study a breadth of issues focusing on: continuity, cause and consequence.

#### Course Overview:

The course focuses on three units.

**Component 1:** The Tudors through the following key questions:

- How effectively did the Tudors restore and develop the powers of the monarchy?
- In what ways and how effectively was England governed during this period?

**Component 2:** *The Cold War, c1945–1991*. This section of the course provides for the in depth study 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.

**Component 3:** Students must also complete a historical investigation, which must be independently researched and written by the student, take the form of a question in the context of approximately 100 years and be presented in the form of a piece of extended writing of between 3000 and 3500 words in length.

#### Assessment Overview:

Component 1: Breadth of Study: Written Exam: 2 hours 30 minutes

Component 2: Depth of study: Written Exam 2 hours 30 minutes

Component 3: Historical Investigation: Internally assessed

#### Entry Requirements:

A minimum of a grade 5 in GCSE History and/or a grade 4 in GCSE English.

#### Future Pathways:

History is the story of human behaviour. History is about people, their ambitions, actions and responses to events. It is relevant to our lives as it has shaped the world we live in today. It is important because it develops a range of analytical and communications skills that compliment a wide range of other subject choices such as: English, Politics and the Social Sciences. Top universities in all subject areas prefer students who have undergone the academic training provided by A Level History.

## Mathematics

### A/AS Level – Pearson

#### Subject Overview:

Mathematics provides a body of learning not only for the specialist in Mathematics, but also to satisfy the needs of those whose main interests lie in other scientific or commercial areas.

The course integrates both traditional and modern ideas, providing a smooth progression into new subject areas by development of the mathematical concepts previously learned. Although a significant number of students take Mathematics alongside scientific subjects, increasingly, those studying Arts, Humanities and Languages are opting to take Mathematics to complement their studies.

#### Course Overview:

The A Level Mathematics course is made up of 3 modules. Pure Mathematics 1, Pure Mathematics 2 and a combined Statistics and Mechanics module.

Pure Mathematics 1 and 2 – These units are assessed at the end of two years by sitting written exams. Students will be examined on Proofs, Algebra and Functions, Coordinate Geometry in the (x, y) plane, Sequences and Series, Trigonometry, Exponentials and Logarithms, Differentiation, Integration, Numerical methods and Vectors.

Paper 1 and Paper 2 may contain questions on any topics from the Pure Mathematics content.

Statistics and Mechanics – This unit is assessed at the end of two years by sitting a written exam. Students will be examined on: Statistics; Statistical sampling, Data presentation and Interpretation, Probability, Statistical Distributions and Statistical Hypothesis Testing, Mechanics; Quantities and Units in Mechanics, Kinematics, Forces and Newton's laws and Moments.

Paper 3 will contain questions on topics from the Statistics content in Section A and Mechanics content in Section B.

#### Assessment Overview:

Paper 1: Pure Mathematics 1 – 33.33% of A Level Qualification

Paper 2: Pure Mathematics 2 – 33.33% of A Level Qualification

Paper 3: Statistics and Mechanics – 33.33% of A Level Qualification

#### Entry Requirements:

A minimum of a grade 6 in GCSE Mathematics.

#### Future Pathways:

Due to its diverse and challenging nature, Mathematics is recognised by colleges, employers and institutes of higher and further education as a major asset in a student's educational profile. The courses are taught by a variety of methods and techniques. These include relevant and motivating examples, which are solved by class participation and individual study. Emphasis is placed on developing manipulative, modelling, logical reasoning, problem solving, graphical and verbal communication skills.

## Mathematics in Context

### Certificate – Pearson

#### Subject Overview

Mathematics in context is worth half an A Level and is designed for students to consolidate and build on students' mathematical understanding and develop further mathematical understanding and skills in the application of mathematics to authentic problems. It has a wide focus that build a broader base of mathematical understanding and skills in order to support the mathematical content in other Level 3 qualifications and prepare students for the range of varied contexts that they are likely to encounter in vocational and academic study, future employment and life.

#### Course Overview

The content of this qualification is drawn from a range of GCSE content areas predominantly: statistics, probability, algebra and ratio, proportion and rates of change, together with 20% of content drawn from beyond and above GCSE content.

Students will study units of applications of statistics, probability, linear programming, sequences and growth. The course is split into comprehension and the application of the mathematics.

The course also allows students the opportunity to develop a wide range of skills such as:

- Non-routine problem solving – expert thinking, metacognition, creativity. Systems thinking – decision making and reasoning.
- Critical thinking – definitions of critical thinking are broad and usually involve general cognitive skills such as analysing, synthesising and reasoning skills.
- ICT literacy – access, manage, integrate, evaluate, construct and communicate

#### Assessment Overview:

This course is examined with two external exams.

Paper 1: Comprehension – 40% of total qualification

Paper 2: Applications – 60% of total qualification

#### Entry Requirements:

A minimum of a grade 4 in GCSE Mathematics

#### Future Pathways:

Since this subject looks at mathematics in context, it will open a number of possible pathways for future development. The course will enhance the understanding of a range of other subjects such as build a broader base of mathematical understanding and skills to support the mathematical content in other Level 3 qualifications, for example GCE A Level Biology, Business Studies, Economics, Computing, Geography, Psychology, BTEC Applied Science, Business, Health and Social Care, IT.

# COURSE INFORMATION - ACADEMIC

## Media Studies

### A Level – AQA

#### Subject Overview:

TV, film, radio, the internet... we're surrounded by media every single day and the fight for our attention is growing all the time. If you're interested in how the media shapes our lives and want to create your own productions, this could be the course for you. You'll spend time analysing the media around us, debating what you find with other students and coming to your own conclusions about the media industry and where it's heading.

This course aims to develop a critical response to the media by exploring a wide variety of media, drawing on fundamental media concepts and theoretical framework. You will gain an understanding of how media products are constructed; why the producers of a text are important in media industries; how audiences are grouped and targeted, how the digital revolution allows us to become producers ourselves and how the representation of people, places and events is evident in media.

#### Course Overview:

The A level Media Studies course is made up of 3 units.

**Component 1** - Media Products, Industries and Audiences (Written exam) 35%

In this section you will study a number of set texts from a range of platforms including advertising and marketing, newspapers, music video, radio and film marketing.

**Component 2** - Media Forms and Products in Depth (Written exam) 35%

In this section you will study three areas of media in detail. Television; Social and Participatory Media and Video Games

**Component 3** - Cross Media Production (NEA) 30%

This is your opportunity to get creative! In this section you will research, plan and create your own products to meet a brief set by the exam board.

Previous students have created music videos, short films, sequences from TV shows, pages from magazines, print marketing for films, TV or music industry, website and more.

#### Assessment Overview:

Media One: Written exam 2hrs

Media Two: Written exam 2hrs

Non-Examined Assessment: Non-Examined Assessment

#### Entry Requirements:

A minimum of a grade 5 in GCSE English.

#### Future Pathways:

Due to its relevance in modern society, Media Studies can lead to a range of careers, many of which are still in their infancy but are shaping the world we live in. Students who study Media Studies A Level can move into television and film production, print media and marketing as well as web design, app creation and digital media. This qualification is also a very good facilitating subject which works well with a whole range of other subjects.

## Philosophy

### A Level -AQA

#### Subject Overview:

In Philosophy, you will encounter the work of some of the greatest thinkers in the western tradition. The Greeks invented western philosophy, but the tradition begun with Socrates, Plato and Aristotle has continued uninterrupted up until the present day. You will study aspects of the work of philosophers like John Locke, David Hume, Rene Descartes and Bertrand Russell during the first year of your course in epistemology (the theory of knowledge) and ethics. You will be expected to develop a critical and evaluative approach to their arguments, and you will learn how to construct and develop your own responses to them.

#### Course Overview:

A Level Philosophy will involve learning about four key areas including epistemology, moral philosophy, metaphysics of God and metaphysics of mind. Through these topics students will have the opportunity to understand the ways in which philosophers have analysed core concepts and be able to identify subtle differences in analyses and how they can have wider impacts on philosophical arguments. Students will also learn how to generate responses using appropriate philosophical formats, to a range of philosophical questions. These responses will include articulating definitions; articulating arguments and counter arguments; and selecting, applying and evaluating appropriate material to generate their own arguments.

#### Assessment Overview:

Unit 1: Epistemology and moral philosophy; written exam 3 hrs

Unit 2: The metaphysics of God and the metaphysics of mind: written exam 3 hrs

#### Entry Requirements:

A minimum of a grade 5 in GCSE English.

#### Future Pathways:

Philosophy is a very good preparation and training for many other subjects such as Law, which is why it is on the 'preferred' subject lists for many universities. Philosophy at university will not lead straight to a particular career (few people are paid to do philosophy!). It is however a very good signal to employers that you can think well about almost anything, so it can provide entry into a particularly wide range of occupations.

## Politics

### A Level - AQA

#### Subject Overview:

Politics dominates the lives we live, Health, the economy, crime, education and many more areas. Studying politics will allow students to understand how power is distributed and how political ideologies shape the thought processes of political parties in the UK and the USA. The course itself covers three areas of political study.

#### Course Overview:

**Unit 1:** UK Politics and core political ideas. (Worth 33.3% of A-Level) This unit allows students to learn the political landscape of the UK through institutions such as Parliament, the office of the Prime Minister, Political parties and the UK constitution. This unit will allow students to understand voting patterns, why people vote the way they do and how pressure groups influence government.

**Unit 2:** The government and politics of the USA (Worth 33.3% of A-Level). This unit allows a comparative study of the US system to the UK. With the USA being one of the biggest world powers, it is important to understand how their political system works, especially how the government decisions in the US impact much of what happens in the UK.

**Unit 3:** Political Ideas (Worth 33.3% of A-Level). This unit covers key ideologies that have been at the forefront of politics in this country. Students will engage with philosophical debates and discussions from Plato to Hobbes, from Machiavelli to More. This will also allow students to engage with the different parties and where they sit in the political spectrum.

#### Assessment Overview:

**Unit 1** – Government and Politics of the UK – 2hour exam

**Unit 2** – The government and politics of the USA – 2hour exam

**Unit 3** – Political ideas – 2hour exam

All exams are a mix of medium length explain questions and essay style questions.

#### Entry Requirements:

A grade 5 or above in History or Geography/RE and a grade 5 in GCSE English Language.

#### Future Pathways:

Politics shapes our decision making within society. Politics is about power and how people engage with those in Parliament. Politics will allow you to become informed about how the country is governed. Throughout the course you will become analytical and will be able to communicate your opinions through debates and also essay style writing. Politics will complement a wide range of other A-Level subjects such as; English Literature, History, Geography and Social Sciences. The academic nature of Politics makes it a top subject choice for universities due to the academic nature of the course.

# COURSE INFORMATION - ACADEMIC

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## Psychology

### A Level - AQA

#### Subject Overview:

Studying Psychology at A Level allows students to explore the fascinating questions of how our behaviour and minds are shaped, exploring biological, cognitive and developmental theories that underpin this exciting subject.

#### Course Overview:

Within the A Level framework, students will study a range of topics including: Social Influence, Memory, Attachment, Psychopathology, Approaches in Psychology, Biopsychology, Research Methods, and Issues and Debates in Psychology. The study of Psychology is based in the scientific world and requires strong mathematical skills.

#### Assessment Overview:

Component 1: Topics on Psychology

Written exam: 2 hours

Component 2: Psychology in Context

Written exam: 2 hours

Component 3: Issues and options in Psychology

Written exam: 2 hours

#### Entry Requirements:

A minimum of a grade 5 in GCSE Mathematics and English.

#### Future Pathways:

The study of Psychology at A Level introduces students to psychological theories, research, studies and methods, enabling the development of analytical, interpretive and evaluative skills. Students will also learn how to design and report psychological investigations. These are transferable skills which employers actively seek. It is an ideal subject for those who want to pursue a career in an area that involves working with people, for example, health or education sectors. A range of degree subjects will welcome the study of Psychology at A Level including: Human Resource Management, Law, Social Sciences, Social Work and many more.

## Sociology

### A Level - AQA

#### Subject Overview:

This qualification offers an engaging and effective introduction to Sociology. Students will learn the fundamentals of the subject and develop skills valued by higher education (HE) institutions and employers, including critical analysis, independent thinking, and research. The subject will appeal to a cross-section of students, regardless of whether they have studied the subject before. They build on skills developed in the sciences and humanities which enables progression into a wide range of other subjects.

#### Course Overview:

Students study four different topics which include: Education and Research Methods, The Family, Crime and Deviance as well as Mass Media. Students will be examined through written examinations.

#### Assessment Overview:

Component 1: Education with Theory and Methods

Written Exam: 2 Hours

Component 2: The Family and Mass Media

Written Exam: 2 Hours

Component 3: Crime and Deviance with Theory and Methods

Written Exam: 2 Hours

#### Entry Requirements:

A minimum of a grade 5 in GCSE English.

#### Future Pathways:

Students of Sociology acquire valuable skills sought by many employers. They will make critical judgements and develop cognitive skills; they will evaluate qualitative and quantitative evidence. While many Sociology graduates work in the public sector, others undertake a variety of jobs throughout the public and private sector. Some employers who value qualifications in Sociology include local and central government, industry and banking to name but a few.

# COURSE INFORMATION - APPLIED PATHWAY

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## Criminology - Applied Diploma Level 3 – WJEC Eduqas

### Subject Overview:

An understanding of Criminology is relevant to many job roles within the criminal justice sector, social and probation work and Sociology and Psychology. This Level 3 Applied Diploma in Criminology is a qualification with elements of Psychology, Law and Sociology which complements studies in humanities and many other Level 3 subjects. The program is designed to offer exciting and interesting experiences through applied learning, i.e. through the acquisition of knowledge and understanding in purposeful contexts linked to the criminal justice system.

### Course Overview:

The Changing Awareness of Crime unit will enable the learner to demonstrate understanding of different types of crime, influences on perceptions of crime and why some crimes are unreported.

The second unit, Criminology Theories, will allow learners to gain an understanding of why people commit crime, drawing on what they have learned in Unit 1.

The Crime Scene to Court Room unit will provide an understanding of the criminal justice system from the moment a crime has been identified to the verdict. Learners will develop the understanding and skills needed to examine information to review the justice of verdicts in criminal cases.

In the final unit, Crime and Punishment, learners will apply their understanding of the awareness of criminality, criminological theories and the process of bringing an accused to court in order to evaluate the effectiveness of social control to deliver criminal justice policy.

### Assessment Overview:

- Changing Awareness of Crime
- Criminology Theories
- Crime Scene to Court Room
- Crime and Punishment

### Entry Requirements:

A minimum of a grade 5 in GCSE English.

### Future Pathways:

Studying the Level 3 Applied Diploma in Criminology strongly supports access to higher education degree courses. The qualification also allows learners to gain the required understanding and skills to be able to consider employment within some aspects of the criminal justice system, e.g. the on Probation Service, the Courts and Tribunals Service or the National Offender Management Service.

The Level 3 Applied Certificate in Criminology will provide learners with an introduction to criminal justice and to give a context for humanities learning. Together with other relevant qualifications, it develops the understanding to support entry to higher education courses in the humanities sector

## Financial Studies – Diploma Level 3- The London Institute of Finance and Banking

### Subject Overview:

As an Applied General qualification, the Diploma in Financial Studies (DipFS) provides an in-depth exploration of the key concepts of financial capability and how they are applied to achieve longer-term financial sustainability. Its purpose is to prepare students for further study through the development of the core skills of independent thinking, critical analysis and evaluation, synthesis, verbal communication (through classroom discussion) and written communication.

### Course Overview:

Over the course of study, students will study following topics; Importance of financial capability in the immediate, short, medium and long term; The impact of external influences at different stages in the personal life cycle; Risk and reward in managing personal finance; Personal and external factors that lead to change; Maintaining financial sustainability and avoiding long-term debt; The financial services system and financial sustainability (individual and general); Marketing techniques.

### Assessment Overview:

Each unit is assessed through a combination of multiple-choice questions (Part A) and a written paper. To pass a unit, the student must achieve the minimum pass mark for both part A and part B. The structure of the assessment ensures that all aspects of the course content are subject to external examination. No teacher-set or teacher-marked tasks or assignments will contribute to students' marks and all assessment will be under strict examination conditions.

### Entry Requirements:

Minimum of a grade 5 GCSE mathematics.

### Future Pathways:

The financially related content of this qualification serves as an excellent grounding for undergraduate study within finance and business-related disciplines, with many students going on to study accounting, business, finance and banking. The skills developed and enhanced during the course provide valuable study skills appropriate for these disciplines and others, and students can pursue a wide range of other undergraduate courses following this qualification.



# COURSE INFORMATION – ARTS

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## Art and Design: Art, Craft and Design

### A Level - AQA

#### Subject Overview:

A broad-based course which explores practical and contextual work through a range of 2D and 3D processes. This course will include elements of Fine Art, Graphic Communication and 3-Dimensional Design including product design and architectural design.

#### Course Overview:

You will be introduced to traditional and new media in the topics outlined above, with a view to produce evidence towards your personal investigation. You will gain a wealth of knowledge in the subject areas related to Fine Art, Graphics and 3D Design so that you can apply these to the externally set assignment with independence and confidence. The first year of study will include a series of workshops that explore skills in each of the possible titles and produce evidence towards the personal investigation. The broad-based nature of this course allows teachers and students to tailor the personal investigation towards individual strengths and encourages students to work outside of their comfort zones and push the boundaries of convention.

#### Assessment Overview:

Component 1: Personal Investigation - 60% of A Level

Component 2: Externally Set Assignment – 40% of A Level

Across the qualification students will focus on 4 key assessment objectives: AO1: Develop ideas through sustained and focused investigations informed by contextual sources.

AO2: Explore and select appropriate resources, media, materials, techniques and processes.

AO3: Record ideas, observations and insights relevant to intentions.

AO4: Present a personal and meaningful response that realises intentions.

#### Entry Requirements:

Entry requirements of a grade 5 in Art or Technology based subjects at GCSE, or a pass at NCFE or BTEC (Level 2).

#### Future Pathways:

This qualification has the potential to develop into any art or technology-based degree at university. Possible future career paths might include fine artist, sculptor, architect, graphic designer, marketing/ advertising and packaging, interior designer, theatre set designer, jewellery designer, furniture designer and much more.

## Art and Design: Photography

### A Level - AQA

#### Subject Overview:

The photography qualification will introduce students to a variety of photography and lens-based materials, processes and techniques exploring both traditional and new technologies. The course will develop students' skills in studio and outdoor photography, gaining an understanding of portraiture, landscape, still-life, documentary, fashion, multimedia and photographic installation.

#### Course Overview:

Students will gain a good understanding of the DSLR camera and other traditional photography methods to be able to use the manual settings confidently in producing a professional level of photography outcomes. During the first-year students will explore the manual camera settings in a studio and outdoor setting and understand how to manipulate the photographs using a variety of relevant and up to date technology. The qualification has the potential to tailor the personal investigation to each individual student's interests and needs such as landscape photography or portraiture.

#### Assessment Overview:

Component 1: Personal Investigation - 60% of A Level

Component 2: Externally Set Assignment – 40% of A Level

Across the qualification students will focus on 4 key assessment objectives: AO1: Develop ideas through sustained and focused investigations informed by contextual sources.

AO2: Explore and select appropriate resources, media, materials, techniques and processes.

AO3: Record ideas, observations and insights relevant to intentions.

AO4: Present a personal and meaningful response that realises intentions.

#### Entry Requirements:

Entry requirements of a grade 5 in Art or Technology based subjects at GCSE, or a pass at NCFE or BTEC (Level 2).

#### Future Pathways:

This qualification has the potential to develop into any photography-based degree at university. Possible future career paths might include fashion photographer, studio portrait photographer, wedding photographer, food photographer, travel photographer, marketing and advertising, commercial photographer, videographer or photojournalist.

# COURSE INFORMATION – PERFORMING ARTS

## Drama and Theatre A Level - WJEC Eduqas

### Subject Overview:

This exciting course will require you to study a wide variety of theatre texts from both classical and modern eras. You will study in both practical and theoretical workshops, creating and developing a number of examined performances which you will support with written evidence logs.

### Course Overview:

*Component 1: Theatre Workshop*

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 the exam board. 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, and creative log.

*Component 2: Text in Action*

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

1. A devised piece using the techniques and working methods of either an influential theatre practitioner or a recognised theatre company.

2. An extract from a text in a different style chosen by the learner. Learners must produce:

A live performance for the visiting examiner, and a process and evaluation report.

*Component 3: Text in Performance*

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

Section C - closed book: a question based on an extract of text printed on the examination paper which will be pre-released.

### Assessment Overview:

Internally assessed - externally moderated (20%)

Externally assessed - by a visiting examiner (40%)

Written examination - 2 hours 30 minutes (40%)

### Entry Requirements:

Minimum grade 4 in GCSE English and Drama. If Drama has not been studied before, students must be prepared to audition and present evidence of other drama experience.

### Future Pathways:

A qualification in this subject could lead you into further education such as university courses in theatre and performance studies. It would also be beneficial outside of acting careers, for example: teaching, marketing, retail, advertising, technician, box office management, film and TV industry and public speaking careers.

## Music - Subsidiary Diploma RSL

### Subject Overview:

The RSL Subsidiary Diploma for Music Practitioners provides you with the knowledge, understanding and skills required to prepare you for employment in the music industry, in a wide range of contexts. This is a very practical course, in which you will be required to take part in practical workshops and perform to public audiences on a regular basis.

### Course Overview:

You will undertake one externally assessed core unit ('Rehearsal and Performance') as part of the Subsidiary Diploma (equivalent to an 1.5 A-Levels), which will require you to work to given briefs, set with input from industry practitioners. In addition, you will complete an internally assessed core unit ('Planning a Career in Music') together with a number of optional units that can develop your skills and understanding of musicianship, repertoire, rehearsal, promotion, and live/recorded performance.

The structure of this qualification provides students/teaching staff to facilitate the often-wide ranging interests of a class, choosing from a vast list of potential units, from four pathways: Performing, Composition, Technology and Business. Unit choices must add up to 90 credits. Units include: 'Composing for Film and TV', 'Music Arrangement', 'Understanding Live Sound Design', 'Live Sound Engineering', 'Music Marketing', 'Music Promotion', 'Music Press and Journalism', etc.

### Assessment Overview:

Mandatory units to be achieved: 2

Optional Units to be achieved: 4 minimum (depending on credit weighting of individual units chosen)

Total Units to be achieved: 6 minimum

### Entry Requirements:

Minimum of a grade 4 in GCSE English Minimum of a pass in Music (Level 2 BTEC)

Students who have not studied Music at Level 2 will be required to undertake an audition.

### Future Pathways:

Sound Recording, Mixing and Mastering, Studio Musicianship, Live performance, Music Marketing, Music Journalist

# COURSE INFORMATION – Health and SOCIAL CARE

## Health and Social Care - Extended Certificate (Single) BTEC Level 3 - Pearson

### Subject Overview:

The content of this qualification has been designed to ensure it supports progression towards higher study. Learners taking this qualification will study three mandatory units: Human Lifespan Development, Working in Health and Social Care and Meeting Individual Care and Support Needs. Learners can select one optional unit that cover the biological or sociological topics relevant to the different parts of the sector to support their progression to specialised degree programmes in the sector.

### Course Overview:

Learners taking this qualification will study three mandatory units:

Human Lifespan Development

Working in Health and Social Care

Meeting Individual Care and Support Needs

Learners can select one optional unit that covers the biological or sociological topics relevant to the different parts of the sector to support their progression to specialised degree programmes in the sector. To develop a better understanding of the demands of working in the sector and to demonstrate their commitment and interest in the sector when applying for further study, learners can choose to take a minimum of 100 hours of work experience as part of the course. Optional units allow learners to develop their interests in different parts of the sector.

### Assessment Overview:

BTEC Nationals use a combination of assessment styles to give students confidence they can apply their knowledge to succeed in the workplace – and have the study skills to continue learning on higher education courses. This range of vocational assessments – practical and written – mean students can showcase their learning and achievements to best effect when they take their next step, whether that's supporting applications to higher education courses or potential employers. BTEC Nationals use three types of assessment:

Assignments - Students complete a series of tasks set in a work-related scenario, which you can tailor to local industry needs.

Tasks - Require students to demonstrate their skills and knowledge in a real-life scenario they are likely to encounter in the workplace. They provide students work based challenges, where they are faced with realistic work conditions and time-based pressures.

Written exams - Students draw on essential information to create written answers to practical questions in exam conditions.

### Entry Requirements:

Minimum Grade 4 in GCSE English.

### Future Pathways:

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

## Health and Social Care - Diploma (Double) BTEC Level 3 - Pearson

### Subject Overview:

The content of this qualification has been designed to ensure it supports progression towards higher study. Learners taking this qualification will study six mandatory units: Human Lifespan Development, Working in Health and Social Care, Meeting Individual Care and Support Needs, Principles of Safe Practice in Health and Social Care, Enquiries into Current Research in Health and Social Care and Promoting Public Health. Learners can select two optional units that cover the biological or sociological topics relevant to the different parts of the sector to support their progression to specialised degree programmes in the sector.

### Course Overview:

Learners taking this qualification will study six mandatory units:

- Human Lifespan Development.
- Working in Health and Social Care.
- Meeting Individual Care and Support Needs.
- Principles of Safe Practice in Health and Social Care.
- Enquiries into Current Research in Health and Social Care.
- Promoting Public Health.

Learners can select two optional units that cover the biological or sociological topics relevant to the different parts of the sector to support their progression to specialised degree programmes in the sector

### Assessment Overview:

BTEC Nationals use a combination of assessment styles to give students confidence they can apply their knowledge to succeed in the workplace – and have the study skills to continue learning on higher education courses. This range of vocational assessments – practical and written – mean students can showcase their learning and achievements to best effect when they take their next step. BTEC Nationals use three types of assessment:

Assignments - Students complete a series of tasks set in a work-related scenario which you can tailor to local industry needs.

Tasks - Require students to demonstrate their skills and knowledge in a real-life scenario they are likely to encounter in the workplace. They provide students work based challenges, where they are faced with realistic work conditions and time-based pressures.

Written exams - Students draw on essential information to create written answers to practical questions in exam conditions.

### Entry Requirements:

Minimum Grade 4 in GCSE English.

### Future Pathways:

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

## Health and Social Care - Extended Diploma (Triple) BTEC Level 3 - Pearson

### Subject Overview:

The Pearson BTEC National Extended Diploma in Health and Social Care is intended as an applied general qualification. It is for post-16 learners who want to continue their education through applied learning and who aim to progress to higher education and ultimately to employment in the health and social care sector. The qualification is equivalent in size to three A Levels. The qualification develops a deep common core of knowledge, understanding and skills in the sector through mandatory content.

### Course Overview:

Learners taking this qualification will study six mandatory units:

- Human Lifespan Development,
- Working in Health and Social Care.
- Meeting Individual Care and Support Needs.
- Principles of Safe Practice in Health and Social Care.
- Enquiries into Current Research in Health and Social Care.
- Promoting Public Health.
- Work Experience in Health and Social Care.

Learners are able to select five optional units from their chosen pathway. Optional units in the general pathway include:

- Sociological Perspectives.
- Psychological Perspectives.
- Supporting Individuals with Additional Needs.
- Nutritional Health.
- Caring for Individuals with Dementia.
- Assessing Children's Development Support Needs.

### Assessment Overview:

BTEC Nationals use a combination of assessment styles to give students confidence they can apply their knowledge to succeed in the workplace – and have the study skills to continue learning on higher education courses. This range of vocational assessments – practical and written – mean students can showcase their learning and achievements to best effect when they take their next step. BTEC Nationals use three types of assessment:

Assignments - Students complete a series of tasks set in a work-related scenario which you can tailor to local industry needs.

Tasks - Require students to demonstrate their skills and knowledge in a real-life scenario they are likely to encounter in the workplace. They provide students work based challenges, where they are faced with realistic work conditions and time-based pressures.

Written exams - Students draw on essential information to create written answers to practical questions in exam conditions.

### Entry Requirements:

Minimum Grade 4 in GCSE English.

### Future Pathways:

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

# COURSE INFORMATION – SPORTS

## Sports – National Extended Certificate (Single) Level 3 – BTEC

### Subject Overview:

BTEC sport is a broad basis of study for the sport sector. This qualification is designed to support progression to higher education when taken as part of a programme of study. Students studying this qualification will learn about a wide range of sports and topics vital for a greater understanding sport and its associated areas for development. The qualification is equal to the size of two A Levels.

### course Overview:

The content of this qualification has been developed in consultation with academics to ensure that it supports progression to higher education. Employers and professional bodies have also been involved and consulted to confirm that the content is appropriate and consistent with current practice for learners who may choose to enter employment directly in the sport sector. Learners will study three mandatory units:

- Unit 1: Anatomy and Physiology
- Unit 2: Fitness Training and Programming for Health, Sport and Well-being
- Unit 3: Professional Development in the Sports Industry.

Learners will also choose one optional unit from a range which has been designed to support choices in progression to sport courses in higher education, and to link with relevant occupational areas

### Assessment Overview:

Students will be assessed through a combination of internally assessed units and external examination units.

- Unit 1: Anatomy and Physiology – externally assessed
- Unit 2: Fitness Training and Programming for Health, Sport and Well-being-externally assessed
- Unit 3: Professional Development in the Sports Industry. – internally assessed

Unit 4: Optional unit - internally assessed

### Entry Requirements:

Minimum of a grade 4 in GCSE English and Level 2 Pass in PE.

### Future Pathways:

This qualification has been developed to support progression to Higher Education to study a sports degree or other related degree programme, including:

- Sports studies;
- Sport and exercise science;
- Rehabilitation in sport and exercise;
- Sports therapy;
- Health and fitness;
- Outdoor education;
- Sports management;
- Sports development;
- Sports coaching;
- Leisure management;
- Exercise and health studies/science

## Sports - Diploma (Double) Level 3 - BTEC

### Subject Overview:

BTEC sport is a broad basis of study for the sport sector. This qualification is designed to support progression to higher education when taken as part of a programme of study. Students studying this qualification will learn about a wide range of sports and topics vital for a greater understanding sport and its associated areas for development. The qualification is equal to the size of two A Levels.

### Course Overview:

The content of this qualification has been developed in consultation with academics to ensure that it supports progression to higher education. Employers and professional bodies have also been involved and consulted to confirm that the content is appropriate and consistent with current practice for learners who may choose to enter employment directly in the sport sector. The mandatory content allows students to concentrate on the development of their practical skills and the broad knowledge required for entrance into higher education programmes in sport. Learners will study six mandatory units:

- Unit 1: Anatomy and Physiology
- Unit 2: Fitness Training and Programming for Health, Sport and Well-being
- Unit 3: Professional Development in the Sports Industry
- Unit 4: Sports Leadership
- Unit 22: Investigating Business in the Sport and Active Leisure Industry
- Unit 23: Skill Acquisition in Sport.

Learners are taught three units from a range of optional topics.

### Assessment Overview:

- Unit 1: Anatomy and Physiology – externally assessed
- Unit 2: Fitness Training and Programming for Health, Sport and Well-being-externally assessed
- Unit 3: Professional Development in the Sports Industry- internally assessed
- Unit 4: Sports Leadership - internally assessed
- Unit 22: Investigating Business in the Sport and Active Leisure Industry – externally assessed
- Unit 23: Skill Acquisition in Sport. -internally assessed

All optional units are internally assessed

### Entry Requirements:

Minimum of a grade 4 in GCSE English and Level 2 Pass in PE.

### Future Pathways:

This qualification has been developed to enable progression to higher education to study a sports degree or other related degree programme, including (this list is not exhaustive):

- Sports studies;
- Sports science (or specialist degrees in sports psychology, sports physiology or sports biomechanics/kinesiology);
- Sports therapy;
- Sports management;
- Sports development;
- Sports coaching;
- Leisure management;
- Exercise and health science

## Sports - Extended Diploma (Triple) Level 3 - BTEC

### Subject Overview:

BTEC sport is a broad basis of study for the sport sector. This qualification is designed to support progression to higher education when taken as part of a programme of study. Students studying this qualification will learn about a wide range of sports and topics vital for a greater understanding sport and its associated areas for development. The qualification is equal to the size of two A Levels.

### Course Overview:

Learners will study mandatory units:

- Unit 1: Anatomy and Physiology
- Unit 2: Fitness Training and Programming for Health, Sport and Well-being
- Unit 3: Professional Development in the Sports Industry
- Unit 4: Sports Leadership
- Unit 7: Practical Sports Performance
- Unit 8: Coaching for Performance
- Unit 9: Research Methods in Sport
- Unit 19: Development and Provision of Sport and Physical Activity
- Unit 22: Investigating Business in the Sport and Active Leisure Industry
- Unit 23: Skill Acquisition in Sport.

Learners will also be taught six optional units that have been designed to support progression to the range of sector-related courses in higher education, and to link with relevant occupational areas.

### Assessment Overview:

The units are assessed in the same way as in the Diploma with the addition of:

- Unit 8: Coaching for Performance- internally assessed
- Unit 9: Research Methods in Sport – internally assessed
- Unit 19: Development and Provision of Sport and Physical Activity-externally assessed

All optional units are internally assessed

### Entry Requirements:

Minimum of a grade 4 in GCSE English and Level 2 Pass in PE.

### Future Pathways:

This qualification has been developed to enable progression to higher education to study a sports degree or other related degree programme, including (this list is not exhaustive):

- Sports studies;
- Sports science (or specialist degrees in sports psychology, sports physiology or sports biomechanics/kinesiology);
- Sports therapy;
- Sports management;
- Sports development;
- Sports coaching;
- Leisure management;
- Exercise and health science

# COURSE INFORMATION – LEVEL 2 PATHWAYS

## Employability

### Level 2 certificate – ASDAN

#### Subject Overview

The Employability qualification provides a framework for developing and recognising general employability skills at Level 2. The qualification reflects employers' requirements for better essential skills across all occupational sectors. A choice of units is available, including teamwork, overcoming barriers to work and career exploration.

#### Course Overview

Students will need to achieve 15 credits to gain the certificate qualification. Students gain credits by successfully completing a range of units based on key elements of employability. Students will study the following units: Applying for a job; Career exploration; Learning through work experience; Health and safety in the workplace; Meetings in the workplace, and team working.

#### Assessment Overview

Students will complete a portfolio of evidence containing content from each of the units covered. This portfolio is then internally assessed according to the assessment criteria set out by ASDAN. After students' work has been internally moderated, it is then standardised by ASDAN. If the portfolio of evidence is judged to have met the assessment criteria, ASDAN will issue certificates following successful external moderation.

#### Entry Requirements

Successful attendance (90%+) and completion of all GCSE level exams and courses.

#### Future Pathways

The Employability course enables learners to gain skills that are required within the employment market. These include learning the difference between skills and qualities as well as qualifications. Whether students go on to study different courses at different levels, enter an apprenticeship, or employment, this course stands them in good stead as they are equipped with the knowledge and skills that employers regard as essential.

## Children's Play, Learning and Development

### Level 2 certificate – Pearson

#### Subject Overview

BTEC Firsts in Children's Play, Learning and Development can help you take your first steps towards a career in childcare. You will learn essential skills such as understanding child development and keeping children safe.

#### Course Overview

Students will undertake learning through seven different units. Four of these are mandatory: Patterns of Child Development; Promoting Children's Development Through Play; The Principals of Early Years Practice and Promoting Children's Positive Behaviour. Students will also undertake three optional units consisting of: Health and Safety in Early Years Settings; Supporting Children's Language and Literacy Development; Making Healthy Food Choices for Children or Introduction to Working in the Early Years Sector.

#### Assessment Overview

Students are assessed through a combination of internal non-exam assessments and externally assessed exam units. Students who do not score enough marks to gain the Level 2 qualification can still gain the Level 1 certificate.

#### Entry Requirements

Successful attendance (90%+) and completion of all GCSE level exams and courses.

#### Future Pathways

Studying this subject can facilitate moving on to work in the childcare setting or social care in general. The qualification can also be used as a base to move onto the Level 3 Childcare qualification. Students who study this qualification can use it to move onto apprenticeships or onto other Level 3 courses.

## Leadership Through Sport Certificate

### Level 2 - Pearson

#### Subject Overview

The Pearson BTEC Level 2 Certificate in Leadership Through Sport is for learners who want to work in, sports leadership. It gives learners the opportunity to:

- develop knowledge related to sports leadership
- learn about key aspects of sports leadership, such as dealing with injuries, sports psychology, sports nutrition and how to plan and run a sports event
- develop your own personal growth and engagement in learning.

#### Course Overview

Students will have to achieve a minimum of 30 credits to be awarded the certificate. Students will study Planning and Leading Sports Activities as a mandatory unit and then selecting from a range of units which include: Injury in sport, Nutrition for sports performance and business skills in sport to name just a few.

#### Assessment Overview

Each unit has specified learning outcomes and assessment criteria. To pass an internally assessed unit, learners must meet all the assessment criteria. Centres may find it helpful if learners index and reference their evidence to the relevant learning outcomes and assessment criteria.

#### Entry Requirements

Successful attendance (90%+) and completion of all GCSE level exams and courses.

#### Future Pathways

Learners who achieve the BTEC Level 2 Certificate in Leadership Through Sport can progress on to further education or training in a related area, such as a BTEC Level 2 First in Sport, a BTEC Level 3 National in Sport or a BTEC Level 3 National in Sport and Exercise Sciences. These qualifications are supported by SkillsActive, the Sector Skills Council (SSC) for Active Leisure, Learning and Wellbeing.

# COURSE INFORMATION – LEVEL 2 PATHWAYS

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## Public Services -Award

### Level 2 – Pearson

#### Subject Overview

The Pearson BTEC Level 2 Award in Public services are for learners who want an engaging, robust, broad-based introduction to public services. Learners can gain knowledge, skills and understanding through practical participation in public service activities. This allows them to become familiar with the language, skills and processes required to work in public services. The BTEC philosophy of 'learning through doing' remains at the heart of these qualifications. Learners are given the opportunity to gain and broad understanding and knowledge of skills in public services.

#### Course Overview

Students will study two mandatory units:

- The roles and working of public services
- Working Skills in the Public Service Sector

Students will then study one other unit which will be selected with the class

#### Assessment Overview

There is one externally assessed unit. This will assist learners as they progress either into higher levels of vocational learning or to related academic qualifications, by providing independent assessment evidence of learning alongside the portfolio-based assessment. This approach will also assist learners in developing a range of transferable skills, and in applying their knowledge in unfamiliar contexts.

#### Entry Requirements

Successful attendance (90%+) and completion of all GCSE level exams and courses.

#### Future Pathways

This course will assist with entrance to the travel industry and the many fields that it contains. The qualification also enables students to gain a huge range of skills that can be used in other subjects and careers.

## Travel Services -Certificate

### Level 2 – Pearson

#### Subject Overview

Employees with a sound knowledge of travel geography are highly valued by employers in the travel and tourism sector. Travel agents, tour operators and tourist boards play their part in promoting worldwide travel, while visitor attractions, hospitality and transport providers develop the services and facilities that contribute to their appeal. Knowledgeable staff make a considerable contribution to the overall success of these organisations and having a good awareness of worldwide destinations is an excellent starting point for anyone starting out on their career in the travel and tourism sector.

#### Course Overview

The Pearson BTEC Level 2 Certificate in Travel Services is a 17-credit qualification that consists of 2 mandatory units from Group A, plus optional units which are to be made up as follows, depending on the chosen pathway:

- Leisure and Business: a minimum of 6 credits from Group B or
- Tour Operators – Head Office: a minimum of 6 credits from Group C or • Tour Operators – Field Staff: a minimum of 6 credits from Group D.

#### Assessment Overview

All units within these qualifications are internally assessed. The qualifications are criterion referenced, based on the achievement of all the specified learning outcomes. To achieve a 'pass' a learner must have successfully passed all the assessment criteria.

#### Entry Requirements

Students must be enrolled in The Marsh Academy Post 16, there are no academic entry requirements

#### Future Pathways

This course will assist with entrance to the travel industry and the many fields that it contains. The qualification also enables students to gain a huge range of skills that can be used in other subjects and careers.

# COURSE INFORMATION – SPORTS ACADEMIES

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## Football Academy

### Subject Overview:

The Marsh Academy offers a Football Academy for students aged 16-19 as part of our provision at Post 16. The programme is open to students with serious aspirations of playing football at higher levels with links to clubs at all levels of the football pyramid and provides Post 16 education in a range of subject areas, making the Marsh Football Academy a truly educational football package.

The students are also able to choose from a wide range of academic and vocational subjects from our Post 16 offer. This Academy allows all students a wide range of subjects, whilst still being able to be part of the Football Academy programme.

### Course Overview:

Our outstanding enrichment programme allows our students unique opportunities to experience the lifestyles of a professional footballer. These experiences include:

- Pre-Season Fixtures against other Development Professional Football Clubs.
- Training sessions delivered by UEFA B licensed coaches.
- Assessment by Professional Football scouts from Premiership & Championship clubs.
- Unique & bespoke Academy leisure & training wear.
- Expert advice from elite sports nutritionists.

### Assessment Overview:

All academy entrants must follow an academic curriculum of their choosing in addition to their coaching and training programme.

Students will have a minimum 6 hours of football practice per week and will have to complete an NVQ Level 1 and Level 2 in Coaching Football (this includes Level 1 and 2 FA Coaching badges).

### Entry Requirements:

Football trials will be held to determine suitability.

### Enrichment Programme:

- Premier League/Football League scout assessment.
- Opportunity to play high level local football.
- Speed, Agility and Quickness programme (SAQ).
- Fitness testing facilities.
- Academy training kit and travel suits.
- Use of all sports facilities.
- 3-4 training sessions per week.
- Competitive matches.

## Rugby Academy

### Subject Overview:

The Marsh Academy aims to be offering a Rugby Pathway for students aged 16-18 as part of our provision at Post 16. The programme is open to students with serious aspirations of playing, coaching and refereeing rugby at higher levels and has links with clubs at all levels of rugby.

The students are also able to choose from a wide range of academic and vocational subjects from our Post 16 offer. This Academy allows all scholars a wide range of subjects, whilst still being able to be part of the Rugby Academy programme.

### Course Overview:

Our outstanding enrichment programme allows our students unique opportunities to experience the lifestyles of a professional rugby player. These experiences include:

- Pre-Season tours against other development teams.
- Residential at Tonbridge School with use of professional academy facilities.
- Assessment by Level 2 and 3 coaches.
- Unique & bespoke' Academy leisure & training wear.
- Access to professional strength and conditioning coaches.
- Expert advice from elite sports nutritionists.
- Work experience opportunities within professional rugby clubs.
- Scrum Factory and Rugby Ready course in preparation for Rugby Coaching Award.

### Assessment Overview:

All academy entrants must follow an academic curriculum of their choosing in addition to their coaching and training programme.

Students will have a minimum 6 hours of rugby training per week, in addition to regular fixtures.

### Entry Requirements:

Rugby trials will be held to determine suitability.

### Enrichment Programme:

- Multiple match-day experiences per season to watch England International games.
- Opportunity to prepare for higher level of rugby.
- Opportunities to acquire Referee and Rugby Coaching Award qualifications.
- Speed, Agility and Quickness programme (SAQ).
- Strength and conditioning programme.
- Fitness testing facilities.
- Academy training kit and travel suits.
- Use of all sports facilities.
- 3 training sessions per week.

# COURSE INFORMATION – THE MARSH ACADEMY DIPLOMA

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As part of the enrichment offer at The Marsh Academy Post 16, students will have the opportunity to take part The Marsh Academy Diploma (The MA Diploma), which focuses on three areas. Students who take part in this enrichment activity will gain skills and develop a greater understanding of personal and professional development. The skills and knowledge gained will stand students in good stead whether they are heading to university, apprenticeships or employment. Taking part in the pathway will ensure that applications for future destinations will stand out, as real-life skills, problem solving and the ability to learn and apply information away from examinations can be displayed. The learning and organisation of events within the Diploma is designed to be enjoyable, with students having to meet the criteria set out to pass.

## Developing Self

Students will have the opportunity to look at self-development. This section of the Diploma designed for students to develop attitudes, skills and strategies which can be applied to personal and professional situations and contexts now and in the future. In this course, the emphasis is on skills development for the workplace, as these are transferable and can be applied in a range of situations. Students will focus on the areas of responsibility, perseverance, resilience and self-esteem. This will include working to discover the 'soft skills and qualities required by employers, routes to employment. Students will learn through discovery and reflection through participating in MOOCS and other resources such as the Extended Project. Students must provide evidence to meet the success criteria to pass this part of the MA Diploma

## Working with Others

Students will learn to work with others to plan, organise and deliver a range of events to and with a range of audiences. This will equip students with skills needed for the workplace as learning to work positively with others is a key skill. Students will be able to work with other Post 16 students, students from other year groups and members of staff. Students will be able to run projects with a wide brief. Such activities may be taking assemblies to raise awareness of issues which are important to them right through to planning an event with other team members.

## Enhancing the Community

Students will have to discover a need within the community, whether that is the school community, local community or wider community. From this, students will plan and carry out an event or project to address the need. Students will then have to reflect on the project and present the process, including what they have learned, to an audience. Students will need to complete all areas of the success criteria to pass this part of the MA Diploma.



# Additional Information

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## Post 16 Bursary and Support

What is the 16-19 Bursary Fund?

The fund is made available from the government through its funding body – Education Funding Agency (EFA) for 16-19-year-olds - to aid students whose access to, or completion of, education is inhibited by financial constraints or barriers.

Students in Post 16 education could be eligible for financial support through the bursary scheme. Bursary payments can be used to purchase materials to ensure that they can participate fully in the learning experience. Students may be awarded financial support to purchase academic equipment and to partake in academic activities which are vital to their studies, with each case being assessed individually.

Some students will be entitled to a grant or bursary of up to £1200 next year. Students could receive this if they are in one of the following categories:

You are living in care.

You are a care leaver.

You are receiving income support/Universal Credit (In your own name).

You are disabled and receiving both Employment Support.

Allowance/Personal Independence Payments and Disability Living Allowance.

Further information and application forms can be found on The Marsh Academy Website in the Post 16 tab – Bursary/support.

## Junior Leadership Team

The Marsh Academy Post 16 is very proud to run a Junior Leadership Team (JLT), who meet with the leadership of Post 16 and the school, including the Governing body, to allow the student voice to be heard and acted upon.

The JLT are also responsible for coordinating many different elements within Post 16, ranging from organising events to fundraise for the chosen charity, to arranging leavers' meals and leading different initiatives across the school, such as raising awareness of mental health issues.

The JLT often represent the school at different public events such as Remembrance Services, The Corpus Christi Procession with the Skinners' Company and sit on different committees within the community.

Students apply via a letter of application to be considered for a post on the JLT. Students are then short listed and interviewed. It is imperative that the JLT is composed of students with different skills sets, talents and interests to ensure that it functions as well as it can to be a force for good in the Academy and the community. All students can apply for roles on the team regardless of subject or level of study. The JLT consists of the following positions:

- Head Boy
- Head Girl
- Deputy Head Boy
- Deputy Head Girl
- Community Link
- Mental Health Ambassador
- Events Coordinator

Fulfilling a role on the JLT enables students to practise and develop leadership skills as well as the ability to negotiate and be part of a dynamic team. The experience has helped several students excel in their next steps, including university and employment.

## Key Contacts

If you have any further questions or would like to contact the Post 16 team at The Marsh Academy, please contact us:

**Web:** [www.marshacademy.org.uk](http://www.marshacademy.org.uk)

**Telephone:** 01797 364593

**Email:** [info@marshacademy.org.uk](mailto:info@marshacademy.org.uk)

## Key Staff Contacts

Mr Adam Bloomfield: Assistant Principal Post 16

Mrs Pamela Upton: Senior Leader for Post 16

Director of Football: Mr Stuart Farlow

Director of Rugby: Mr Steven Doughty

# The Application Process

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## Selecting Courses

The Post 16 subject offer has been designed to offer the widest range of pathways possible. It allows for students to study an all-A level, all vocational or a combination of both types of course. Our Post 16 offer is designed to be progressive and enables students to take the necessary time to achieve their true potential, whether that be through making use of the 'springboard' year to bolster level 2 qualifications or a combination of level 2 and three combinations. However, it is important to note that the Marsh Academy cannot guarantee that all subjects contained within this initial offer will run, as some subjects may not be adequately subscribed to, to make the course viable.

When selecting subjects from the option blocks, students can select one subject from each column as these lessons are taught at the same time. It is advantageous to select first choice and a second choice of subjects. All offers for courses will be subject to students achieving the grades set out in this course guide booklet. Guidance at the front of this booklet should be used to select the appropriate number of courses.

## Internal Candidates

For those students who attend the Marsh Academy, the application process is very simple. To make an application to the Marsh Academy Post 16, students need to complete the application form and option block which can be found on the Post 16 page of the Marsh Academy website and return it to the student office no later than Monday 31<sup>st</sup> January. Students will then be interviewed by a member of the Post 16 Leadership to ensure that the courses chosen are of an appropriate level and nature and that they are suited to Post 16 study at the Marsh Academy. Advice will be given to students using the most recent assessment data as a guide to selecting the most appropriate pathway. After the initial guidance meeting has taken place, the Post 16 leadership team will make regular contact with students to monitor progress and subject options.

On the GCSE results day, students who have applied and been accepted will meet with the Post 16 Leadership to ratify course choices.

For internal candidates there is no requirement to apply for a place at the Marsh Academy via the Kent Choices website and application process.

## External Candidates

Students who wish to apply for a place at the Marsh Academy Post16 and are currently a student at another school or college, must apply via the Kent Choices website and application process ([www.kentchoice.co.uk](http://www.kentchoice.co.uk)). External applicants must ensure that the application is completely correct by completing the following sections in full for the application to be considered: Personal details, Parental Information, Qualifications – please include predicted grades, personal statement and course choices.

Once the application has been made, we will contact you to discuss your application and invite you for interview. After the interview, conditional offers will be made pending examination results. We ensure that students are kept up to date with events regarding Post 16 during the remainder of the academic year.

On GCSE result day, students should contact the Marsh Academy with a record of GCSE results so that courses can be confirmed or adapted in line with the achieved results. Students will then attend a registration day early in September to process the required documentation.

If you are applying from outside of Kent and are unable to register for Kent Choices, please use the same application form as the internal students which can be located on the Post 16 page of the Marsh Academy Website.

## Sports Academy Applications

Students applying to be part of either of the sporting academies must contact the directors of those academies to discuss entry requirements. Any offers from the sports academies are conditional to being offered a place at the Marsh Academy Post 16. All external applicants who wish to apply to join a sports academy must apply through the Kent choices route as set out above in addition to the sports academy arrangements.



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