Bishop Thomas Grant School

Sixth Form
Curriculum Prospectus for
September 2027

Bishop Thomas Grant School

Mission Statement

"INSTAURARE OMNIA IN CHRISTO"

('To unite all things in Christ'. Ephesians 1:10)

Bishop Thomas Grant School will play a key role in the formation of our young people so that they become responsible Christian adults.
Inspired by the message of Jesus Christ they will contribute effectively to society by promoting justice, honesty and charity in all aspects of their lives.

A VOLUNTARY AIDED SCHOOL
IN THE TRUSTEESHIP OF THE ARCHDIOCESE OF SOUTHWARK

Bishop Thomas Grant
11-18 Catholic Co-educational School

October 2026

Dear Parents/Carers,

In the coming weeks, you and your son or daughter will have to start to make decisions about where they want to study and the courses that they wish to study next year. Some students will want to continue their education in our Sixth Form here, while others may feel it will benefit them to make a fresh start in a new school or college.

The majority of students who apply to our Sixth Form will be our present students, but we also warmly welcome students from other schools.

Sixth Form Admissions for September 2027 entry is by application only – this applies equally to our present students as it does to external students wishing to apply. To support your consideration about an application, this prospectus provides information relating to all the courses offered in our Sixth Form and clearly outlines the expectations that we have of our Sixth Form students. I strongly advise that prospective applicants read this information carefully to ensure that they understand what is involved in the subjects that they may wish to continue, or take up, next year.

Following your child's application, applicants will be invited, along with their Parent/Carer to a "Curriculum Advice and Guidance Meeting," during which intended courses will be discussed. Prior to this meeting, students are encouraged to talk to careers education and guidance teachers, subject teachers and Form Tutors, the Head of Year 11 and the Assistant Headteacher in charge of Sixth Form, to ensure that they make informed choices regarding the Sixth Form and the courses which best meet their needs.

Those students who do wish to continue their education in our Sixth Form, and who meet the entry requirements, will be offered an exciting, high-quality education within a modern, well-resourced, safe, and supportive Catholic environment. We will strive to ensure that they all achieve their potential and attain their Higher Education and Employment goals.

I wish your son or daughter every success in their GCSE examinations this academic year.

Yours sincerely



Bernadette Boyle
Headteacher

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Bishop Challoner Catholic Sixth Form
Bishop Challoner Catholic Secondary School

ADMISSIONS PROCEDURE AND TIMELINE

Consideration for entry to Bishop Thomas Grant Sixth Form is by application only. This applies to all students, both Internal and External

All APPLICANTS (Internal & External) must return their completed application form no later than **Friday, 27 November 2026**

Any applications (internal or external) submitted after that date **will not** be considered until September 2027

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Applicants will be considered for a place if they meet the Admissions Criteria as set out in the Sixth Form Admissions Policy.

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Suitable applicants will be notified in writing of their meeting with a member of the Senior Leadership Team in February 2026. A Parent/Guardian ***MUST*** accompany all applicants to this meeting. Should this not be the case, the meeting cannot take place. This meeting will allow prospective applicants and their Parents/Guardians to explore the academic and vocational opportunities available and agree with the school a course of study based on knowledge, skills and experience.

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The formal offer of places will be made by 1st April 2027. At this stage, all places are **CONDITIONAL** on applicants meeting both the admissions criteria for the Sixth Form and the examination grades required for the subjects the applicant wishes to take in the Sixth Form.

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Applicants who wish to accept an offer of a place in Bishop Thomas Grant Sixth Form must inform the Headteacher in writing and will be regarded as a commitment on your part.

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Applicants offered a place will be invited to a Taster Day in June 2027.
On this day they will have the opportunity to meet staff, fellow applicants and familiarise themselves with our Sixth Form. They will also have the opportunity to attend taster lessons in some A Level and Level 3 BTEC / AAQ / CTEC subjects**.**

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Following the publication of the GCSE examination results on the 20 August 2026, Applicants will be formally enrolled, subject to them meeting both the entry requirements for the Sixth Form and the grade requirement for the subjects they have chosen to study in the Sixth Form. Please note that only at this stage is the application process formally completed.

Please be aware that for those that receive a Conditional Offer for Bishop Thomas Grant Sixth Form for September 2027, <u>enrolment will be in-person on the 19 August 2027</u>.
<u>We therefore ask that you do not book a holiday for that date.</u>

ENTRY REQUIREMENTS

LEVEL 3 COURSES

At BTG, you will be able to choose from four routes of study:

- Academic through A Levels
- Vocational through BTEC / AAQ / CTEC National Level 3 qualifications
- Combined Academic & Vocational (Hybrid)

After receiving your application forms, we will use your GCSE predicted grades at the Information, Advice and Guidance meetings in January/February 2025, to see which route will be most suitable for you.

The entry requirements into each route are as follows:

A LEVEL:

- Five GCSEs, Grades 9 – 5, including Mathematics and English
- Subject specific requirements (see individual course information sheets)

BTEC/CTEC:

- Five GCSEs, Grades 9 – 4, preferably including Mathematics and English.
- Course specific requirements (see individual course information page)
- GCSE English and Mathematics re-sits can be taken alongside some AAQ/BTEC/CTEC courses.

If a subject is oversubscribed for any course, then places will be given to students with the highest Average Points Score (APS) at GCSE

A LEVEL

CURRICULUM INFORMATION

A LEVEL: ART & DESIGN

EXAM BOARD: AQA

Course Content
Year 12:

Term 1- 2
Threshold Concept in Art & Design
A series of workshops and fortnightly focus points will ensure students develop their understanding of the formal elements in Art & Design. They will also develop their creative skills through practical classwork and homework activities in order to prepare them for starting Component 1. Much of this work will form part of their portfolio for access to higher education.

Term 3
Component 1
Overarching theme
Individual students will select their own themes for Component 1, which will form the start of their coursework. They will continue with practical exploratory activities centered around their own ideas.

Assessment
A 15-hour timed examination will take place towards the end of the year, the results of which will be used to inform their UCAS predictions.

Key Skills
As well as covering advanced level study of Art & Design, this course will enable you to develop some key skills, which will be essential to you whatever you go to do afterwards. The key skills you can develop during this course are:

- Communication
- Information Technology
- Working with others
- Improving own learning and performance
- Problem solving

Other Skills Developed
Students will develop skills to enable project based thematic enquiry and response, sequential development of ideas, expressive response offering unrestricted exploration and development. Critical appraisal and analysis, visual research, analysis, observation and recording and offering opportunities to work in a range of media.

Students are expected to take advantage of opportunities provided at Higher Educational Institutions

Career Value
The creative industry is the largest and fastest growing in the UK. It also accounts for 10% of the UK`s GDP according to government official statistics. It employs 1.6 million people and generates over 8 million pounds an hour. Most of these require further study at an art school, further education college or university. The department has many links with Higher Education institutions, including Central St Martins and all institutions included in The University of the Arts (UAL).

100% of our students who have applied to study Art at higher education level have been successful. Places have been gained at a number of prestigious places including Central St Martin's School of Art. At present most students wishing to take art, craft or design further, will go on to do a one-year Foundation course at art college or college of further education before applying to degree courses in more specialist areas of Art and Design.

Assessment
A01
Develop their ideas through sustained and focused investigations informed by contextual.
and other sources, demonstrating analytical and critical understanding.
25% at GCE

A02
Experiment with and select appropriate resources, media, materials, techniques and processes, reviewing and refining their ideas as their work develops.
25% at GCE

A03
Record in visual and /or other forms of ideas, observations and insights relevant to their intentions, demonstrating an ability to reflect on their work and progress.
25% at GCE

A04
Present a personal, informed and meaningful.
Response demonstrating critical understanding, realising intentions and where appropriate, making connections between visual, oral or other elements.
25% at GCE

Entry Requirements
Grade 6 in GCSE Art & Design or similar Art subject such as Textiles. (Grade 5 at Head of Art Department's discretion)

A LEVEL: BIOLOGY

EXAM BOARD: EDEXEL (Salters-Nuffield)

Course content:
Year 12
Four topics will be studied in Year 12. These are:

Topic 1: Lifestyle, Health and Risk This topic builds on students' knowledge and understanding of the functioning of the circulatory system and the importance of lifestyle choices to health.
Topic 2: Genes and Health This topic considers the following biological principles: the properties of and transport of materials, across cell membranes and gas exchange surfaces, DNA structure and replication, protein synthesis, enzymes and monohybrid inheritance through the context of the genetic disease cystic fibrosis.
Topic 3: Voice of the Genome This topic follows the development of multicellular organisms from single cells to complex individuals **Topic 4: Biodiversity and Natural Resources** The topic focuses on biodiversity and the wealth of natural resources used by humans.

Year 13
In Year 13, students will complete an additional 4 topics. These are:

Topic 5: On the Wild Side This topic builds an appreciation that photosynthesis is the primary process that underpins the majority of ecosystems, and provides students with an understanding of how ecosystems work.
Topic 6: Immunity, Infection and Forensics This topic is centred on bacteria and viruses, looking at pathologists' work as well as evolution, prevention and cure.
Topic 7: Run for your Life This topic is centered on the physiological adaptations that enable animals and humans, particularly sports people, to undertake strenuous exercise.
Topic 8: Grey Matter The scene is set by considering how the working of the nervous system enables us to see. Brain imaging and the regions of the brain are considered.

Year 12 (AS qualification)
Paper 1: Lifestyle, transport, genes and health
50% of AS level.
Written paper,
90minutes 80 marks
Questions:
Questions draw on content from topics 1 & 2.

Paper 2: Development, plants and the environment
50% of AS level.
Written paper,
90minutes 80 marks
Questions:
Questions draw on content from topics 3 & 4.

Assessment
Year 13
Paper 1: The Natural Environment and Species Survival
33.3% of A Level
Written paper, 2
hours 100 marks
Questions:
Questions draw on content from topics 1–6.
Each question is set in a context.
Questions are broken down into a number of parts.

Paper 2: Energy, Exercise and Co-ordination
33.3% of A Level
Written paper, 2
hours 100 marks
Questions:
Questions draw on content from topics 1–4 and 7–8.
Each question is set in a context.
Questions are broken down into a number of parts.

Paper 3: General and Practical Applications in Biology
33.3% of A Level
Written paper, 2
hours 100 marks
Questions:
Questions draw on content from across all topics, topics 1–8. Each question is set in a context.
Questions are broken down into a number of parts.
The paper will include synoptic questions that may draw on two or more different topics.
A pre-released scientific article will underpin one exam question.

Career value
The course provides a suitable foundation for the study of biological science or related courses in higher education. Studying biology can lead to many different career opportunities including research biology, agriculture, horticulture, conservation, veterinary science, pharmacy, health care and medicine.

Entry requirements
Grade 7 in GCSE Biology and Physics or Chemistry
Grade 7 in Science A and Grade 7 in Additional Science Grade 6 in GCSE Mathematics
Grade 5 in GCSE English language

Preferably studied in conjunction with Chemistry, Psychology or Physical Education

A LEVEL: BUSINESS

EXAM BOARD: AQA

1. What is business? Managing marketing and finance

Covers the fundamentals of starting and running a business, including business objectives, stakeholders and decision-making. Students then explore **marketing and finance**, including market research, marketing strategies, financial statements and financial performance.

2. Managing people and operations

Focuses on how businesses recruit, motivate and manage employees, including leadership, organisational structures and employee wellbeing. It also covers **operations**, including production, supply chains, quality, innovation, technology and sustainability.

3. Business and society, business and the external environment, and business strategy

Looks at how businesses interact with **society and the wider external environment**, including sustainability, government policy, the economy, technology and ethics. Students develop strategic decision-making skills through topics such as **growth, globalisation, change, risk and business strategy**.

Entry Requirements

Grade 5 in GCSE English Language and Grade 5 in GCSE Mathematics. If GCSE Business has been studied in Year 11, a Level 2 Merit/Grade 5 or above must have been achieved.

Assessment

Students sit all exams at the end of the two-year course.

Year 13

The new A-level has **three 2-hour papers**, each worth **90 marks** and **33.3%** of the qualification:

- **Paper 1:** Unit 3.1
  - Two case studies
  - Five compulsory questions per case study
- **Paper 2:** Unit 3.2, with links to Unit 3.1
  - Two case studies
  - Five compulsory questions per case study
- **Paper 3:** Unit 3.3, with links to Units 3.1 and 3.2
  - Two case studies
  - Five compulsory questions per case study

Career Value

A Business A-level will allow students to continue onto relevant courses at university or equip them with the necessary tools to enter the world of work. It does not close off any opportunities and is valued in every industry. Business graduates go on to careers in:

- Project Management
- Finance, accountancy, retail banking and auditing
- Investment management and stockbroking
- Hedge fund management
- Real estate
- Insurance
- Distribution and logistics
- Corporate law
- Marketing, PR, Graphic Design
- Human Resource management, including recruitment and training

A LEVEL: CHEMISTRY

EXAM BOARD: OCR Specification A

Course content:
Year 12
Topic 1: Practical skills assessed in a written examination
Topic 2: Atoms, compounds, molecules and equations
Topic 3: Amount of substance
Topic 4: Acid-base and redox reactions
Topic 5: Electrons, bonding and structure
Topic 6: The periodic table and periodicity
Topic 7: Group 2 and the halogens
Topic 8: Quantitative analysis
Topic 9: Enthalpy changes
Topic 10: Reaction rates and equilibrium (qualitative)
Topic 11: Basic concepts in organic chemistry
Topic 12: Hydrocarbons
Topic 13: Alcohols and haloalkanes
Topic 14: Organic synthesis
Topic 15: Analytical techniques (IR and MS)

Year 13
Topic 16: Reaction rates and equilibrium (quantitative)
Topic 17: pH and buffers
Topic 18: Enthalpy, entropy and free energy
Topic 19: Redox and electrode potentials
Topic 20: Transition elements
Topic 21: Aromatic compounds
Topic 22: Carbonyl compounds
Topic 23: Carboxylic acids and esters
Topic 24: Nitrogen compounds
Topic 25: Polymers
Topic 26: Organic synthesis
Topic 27: Chromatography and spectroscopy (NMR)

Internal Mock Assessment in Year 12
Paper 1: Breadth in chemistry
1 hour 30 minutes (written paper)
Questions:
This paper will examine topics 1-15.
The paper may include multiple-choice, short open, open-response and calculations.
Paper 2: Depth in chemistry
1 hour 30 minutes (written paper)
Questions:
This paper will examine topics 1-15.
The paper may include multiple-choice, short open, open-response and calculations and extended writing questions.

Assessment by public examination in Year 13
Paper 1: Periodic table, elements and physical chemistry
37% of A level (100 marks)
2 hours 15 minutes (written paper)
Questions:
This paper will examine topics 1-10 and 16-27.
The paper will include synoptic questions that may draw on two or more different topics listed.

Paper 2: Synthesis and analytical techniques
37% of A level (100 marks)
2 hours 15 minutes (written paper)
Questions:
This paper will examine topics 1-15 and 21-27.
The paper will include synoptic questions that may draw on two or more different topics listed.

Paper 3: Unified chemistry
26% of A level (70 marks)
1 hour 30 minutes (written paper)
Questions:
This paper will examine topics 1-27.
All papers may include short open, open-response, calculations and extended writing questions.

Career value
Chemistry is a necessity for those wishing to study medicine, veterinary science, pharmacy, forensics and biological subjects at university. It is an excellent subject to compliment Physics and Mathematics for those wishing to study engineering.

Key skills
As well as covering advanced level study of Chemistry, this course will enable you to develop the following key skills which will be essential to you whatever route you choose:
- Communication
- Application of numbers
- Information Technology
- Working with others independently
- Problem solving

Entry requirements
Grade 7 in GCSE Chemistry and Biology or Physics
Grade 7-7 in GCSE Combined Science
Grade 7 in GCSE Mathematics
Grade 5 in GCSE English Language
Preferably studied in conjunction with Biology, Physics or Mathematics

A LEVEL: CLASSICAL CIVILISATION

EXAM BOARD: OCR

Course Content

This course offers students the opportunity to study elements of literature, visual/material culture and thought of the classical world, and acquire an understanding of their social, historical and cultural contexts. The course is ideal for keen and dedicated readers, with an interest in the world of ancient Greece and Rome. Students do not need to have studied Latin, Greek or Classical Civilisation at GCSE level to take this subject in the Sixth Form. All literature is studied in translation rather than in the original language.

OCR CLASSICAL CIVILISATION (Specification)

Component 1: The World of the Hero

This component consists of an in-depth study of:

• Homer's Odyssey; and

• Virgil's Aeneid

This component is solely focused on the study of literature in translation. Students will study Homer's Odyssey, as well as Virgil's Aeneid. Students will develop an increasingly sophisticated level of knowledge and understanding of the epics themselves, the way in which they were composed, and the religious, cultural and social values and beliefs of society.

Component 2: Culture and the Arts

• Invention of the Barbarian (H408/23) – studied in Year 12. This component allows learners to explore how the Greeks saw themselves as distinct from their 'barbarian' neighbours. With issues of race and stereotypes so prevalent in the modern world, this component raises matters, which will resonate with learners and encourage them to think about their own society and beliefs.

Component 3: Beliefs and Ideas

• Greek Religion (H408/31) –studied in Year 13

Religion was an essential part of ancient Greek identity, permeating all strata of society and all aspects of an individual's daily life. Politics and religion were also intertwined to the extent that political decisions were sometimes made based on divine oracular intervention. Studying the practicalities of religious rituals and the role it played in society, alongside the functions and layout of famous temple complexes, will make this component tangible for students and help develop their sense of the central role religion played in the life of everyday people.

Career Value

Classical Civilisation works very well when taken with any other subjects. As it is a subject highly valued by top universities, often students who study STEM subjects also take Classical Civilisation as a very academic subject that makes them stand out and helps them when they apply to oversubscibed degrees like Medicine, Engineering, Economics etc. Students also take Classical Civilisation with other humanities subjects if they would like to apply for a humanities degree.

Assessment

The World of the Hero

The examination is worth **100 marks and lasts 2 hours and 20 minutes**. This represents **40%** of the total marks for the A Level. The examination will consist of three sections.

Section A focuses solely on Homer and will contain two sets of questions; one on the Iliad and one on the Odyssey. Students will answer the questions on the text they have studied.

Section B contains questions focusing solely on Virgil's Aeneid, and all questions in this section are compulsory.

Section C contains a stimulus question in which students draw on both a passage from Homer (either the Odyssey or the Iliad) and one from Virgil; and a choice of essays.

Culture and the Arts

• Invention of the Barbarian

The examination is worth **75 marks and lasts 1 hours and 45 minutes**. This represents **30%** of the total marks for the A Level.

The examination will consist of two sections. All questions in Section A are compulsory. These will involve short answer and commentary questions, which respond to two stimuli from the prescribed sources list of differing types, and a shorter essay question, which takes one or both sources as its starting point. Section B contains a choice of one from two essays. In these essays, students will be expected to make use of secondary sources and academic views to support their argument.

Beliefs and Ideas

• Greek Religion

The examination is worth **75 marks and lasts 1 hours. and 45 minutes.** This represents **30%** of the total marks for the A Level.

The examination will consist of two sections. All questions in Section A are compulsory. These will involve short answer and a commentary question responding to one stimulus from the prescribed sources list, and the same style of questions discussing an idea from one of the key thinkers, and a shorter essay question which takes the source, idea or both as a starting point. Section B contains a choice of one from two essays. In these essays, students will be expected to make use of secondary sources and academic views to support their argument.

Entry Requirements

Grade 6 or above in GCSE English Language and GCSE English Literature. A Grade 6 or above in GCSE History and/or GCSE Latin

A LEVEL: COMPUTER SCIENCE

EXAM BOARD: OCR

Course Content

Topics

1. The characteristics of contemporary processors, input, output and storage devices
2. Software and software development
3. Exchanging data
4. Data types, data structures and algorithms
5. Legal, moral, cultural and ethical issues
6. Elements of computational thinking
7. Problem solving and programming
8. Algorithms to solve problems and standard algorithms

Year 12 & 13

- Computer systems paper
- Topics 1-5 from subject content above
- Algorithms and programming paper
- Topics 6-8 from subject content above

Non-Exam assessment

The non-exam assessment assesses students' ability to use the knowledge and skills gained through the course to solve a practical problem. Students will be expected to follow a systematic approach to problem solving.

Key Skills

- The capacity to think creatively, innovatively, analytically, logically, and critically.
- An understanding of computer systems, including software, hardware, data, communications, and people.
- The ability to apply computational thinking, programming, and problem-solving skills in a range of contexts.

Other Skills Developed

- Project and time management.
- Independent learning and problem solving.
- The ability to see relationships between different aspects of Computer Science and apply knowledge in a broader context.

Career Value and Beyond

The A' level Computer Science provides students with skills that are highly valued across a wide range of industries, including technology, finance, healthcare, engineering, science and the creative industries.

Students can progress to careers such as:

• Software Engineer • Cyber Security Analyst
• AI/Machine Learning Engineer • Data Scientist
• Games Developer • Web/App Developer • Network Engineer • Cloud Engineer • Systems Analyst

The qualification also provides a strong foundation for university degrees, higher apprenticeships and degree apprenticeships in areas such as:

• Computer Science • Software Engineering
• Artificial Intelligence • Cyber Security • Data Science
• Robotics • Computer Engineering • Digital Forensics • Information Technology

Assessment

Students are assessed through three components:

1. Computer Systems Paper

Written exam
2 hour 30 minutes -
140 marks
40% of A Level

2. Algorithms and Programming Paper

Written exam
2 hour 30 minutes
140 marks
40% of A Level

3. Non-Exam assessment

70 marks
20% of A Level

Entry Requirements

Students wishing to study A Level Computer Science should have a strong foundation in both Computer Science and Mathematics.
Recommended entry requirements

- GCSE Computer Science Grade 6
- GCSE Mathematics Grade 6

Students should also have a genuine interest in programming, problem solving, technology, and logical thinking.

A LEVEL: DRAMA & THEATRE STUDIES

EXAM BOARD: AQA

Course Content
Component 1: Drama & Theatre

- Knowledge and understanding of drama and Theatre
- Study of two set plays
- Analysis and evaluation of the work of live theatre makers

How it's assessed
Written exam: 3 hours
40 % of A-level

Component 2: Creating Original Drama

- Process of creating devised drama.
- Performance of devised Drama.

Devised piece must be influenced by the work and methodologies of one prescribed practitioner.
How it is assessed
Working notebook
Devised performance 30 % of A-level

Component 3: Making Theatre.

- Practical exploration and interpretation of three extracts taken from a different play.
- Methodology of a prescribed practitioner must be applied to Extract 3.
- Extract 3 is to be performed as a final assessed piece.
- Reflective report analysing and evaluating
- Theatrical interpretation of all three extracts.

How it's assessed
Performance of Extract
Reflective Report
30 % of A-level

How it is assessed

- Performance of Extract 3

Reflective report
30 % of A-level

Skills and Progression
Students must acquire, develop and apply skills in:

- forming critical judgements
- responding to texts imaginatively
- practically exploring the use of voice, movement, staging and characterization
- practically exploring ways in which the ideas of the director & designers are interpreted in performance.
- the use of an appropriate subject-specific terminology
- analysing the ways in which different performance and production elements are brought together to create theatre
- applying practitioner methodology to their own dramatic interpretations
- using research to develop ideas in a variety of contexts.

Students can progress from this qualification to:

- Drama schools, university courses that relate directly to drama and theatre as well as university courses that will benefit from the skills acquired from this GCE, for example law, human resources, people management
- Employment where people skills are essential, for example management, retail, nursing, industry and business environments as well as employment where time management, confidence, the ability to work collaboratively and to meet deadlines are desirable.

Requirements
Grade 5 in GCSE Drama. If Drama not taken at GCSE, entry is based on Head of Department discretion.
Grade 5 in GCSE English Language

A LEVEL: ECONOMICS

EXAM BOARD: AQA

What is the subject?
Economics is an extremely highly regarded and tough discipline, which invites students to interpret the world in a completely new way. They develop a new framework of analysis, which gives them a very structured method of making and justifying decisions. They apply their minds to a variety of areas such as how firms maximise profits, how governments control inflation and how the international economy works. The subject is very real and relevant to current affairs, with students gaining an insightful understanding of the world around them.

What skills will I develop?
- Knowledge and understanding of key economic terms.
- Understanding and application of fundamental economic theories.
- Evaluative skills applied to current affairs in both the public and private spheres.
- Higher-level (abstract) reasoning in the form of analysis and interpretation of economic diagrams.
- Numerical analysis of current data.
- Written and oral English
- Independent research
- Team working

Course Content
Year 12
In Year 12, students will learn about the two fundamental areas of economics: microeconomics and macroeconomics.

Year 13
Students who go on to complete the full A-level in Year 13 will enhance their understanding of microeconomics and macroeconomics as well as learning about trade and development.

Microeconomics
- Scarcity and choice
- Demand and supply in product markets.
- Demand and supply in labour markets.
- Resource allocation
- Market failure
- Costs, revenues and profits
- Market structures

Macroeconomics
- Macroeconomic theory
- Macroeconomic objectives
- Policy instruments

Trade & Development
- International economy

Assessment (Year 12)
As this is a linear course, there is no external examination at the end of Year 12. Instead, there are 2 internally set mock examinations:
Paper 1 – 1 hour 30 minutes, 50%
Paper 2 – 1 hour 30 minutes, 50%
The grade for this mock examination is used to both decide progression to Year 2 of the course and to predict grades for UCAS applications.

Assessment (Year 13)
At the end of Year 13, there will be three external examinations to cover all A-Level content:
Paper 1 – 2 hours, 33.3%
Paper 2 – 2 hours, 33.3%
Paper 3 – 2 hours, 33.3%

Educational Trips
We organise trips to the Bank of England and the Competition & Markets Authority over the two-year course.

Career progression
An Economics A-level will allow students to access the highest level of the professional world and gain places on the most competitive university courses. It does not close off any opportunities, as it is valued in every industry. In particular, economics graduates go on to careers in:
- Accounting
- Education
- Administration
- Commercial Banking
- Auditing
- Economics research
- Equity research
- Financial Advice
- Insurance
- Investment banking
- Law
- HM Treasury
- The Foreign Office
- Industry

Entry Requirements
Grade 6 in GCSE Economics (if studied) as well as a GCSE 5 in GCSE English Language and Grade 6 in GCSE Mathematics.

A LEVEL: ENGLISH LITERATURE

EXAM BOARD: OCR

Course Content

This course is suitable for keen and dedicated readers. At the heart of this specification lies the need for students to study a broad range of literature from different times and by a range of authors. The course encourages students to develop interest in and enjoyment of English Literature through wider reading and the development of critical and analytical skills.

The texts that students will study have been deliberately chosen to broaden their horizons and appeal to their interests and enthusiasms.

OCR English Literature A Level

At the start of Year 12, students begin studying a dystopian unit, where they learn about this genre of literature and apply this knowledge to two texts, which they will be examined on at the end of year 13. Teaching is split between two teachers who each take one half of the course.

In Year 12, students will cover the following content:

- An exploration into the dystopian genre
- The Handmaid's Tale (Margaret Atwood)
- A Clockwork Orange (Anthony Burgess)

Once this has been covered, students will begin to produce two pieces of coursework; one which is a close reading of Carol Ann Duffy's poetry and another which compares a play and a novel. Students will be expected to have completed one of these by the end of year 12 and will write the final draft of the other towards the start of year 13.

In Year 13, students move on to study the other set-texts that will be examined at the end of Year 13:

- The Tempest (William Shakespeare)
- A Doll's House (Henrik Ibsen)
- The Merchant's Tale (Geoffrey Chaucer)

All material will have been taught by the Christmas holidays of Year 13, by which time the final draft of coursework will be complete, and the rest of the year will be focused on revision.

Expectations

English Literature is a challenging course that requires students to possess a genuine passion for reading and interpreting a broad range of texts. It requires dedication and discipline. Students will require perseverance to tackle complex texts and ideas, as well as the articulacy to express their interpretations in class discussions and essays. Students are expected to conduct a large amount of independent reading and are required to produce pieces of written work on a weekly basis.

Equally, the course is designed to be engaging, with exciting texts, and varied activities: discussion and debate form a core part of lessons, with plenty of opportunity for creative thinking and group work. The study of Literature is truly fascinating, and incorporates aspects of History, Psychology, Philosophy, and Ethics.

Career Value

The course is suitable for a wide range of degree courses and a wide variety of careers, including journalism, the media, law and teaching. It is an excellent preparation for any degree which requires essay writing, particularly Arts, Humanities and Language courses. It also provides greater breadth and contrast to students with a more scientific subject profile.

A LEVEL ASSESSMENT

In each of the examinations, students will be assessed on the following criteria:

AO1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology and coherent, accurate written expression.

AO2: Analyse ways in which meanings are shaped in literary texts.

AO3: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.

AO4: Explore connections across literary texts**.**

AO5: Explore literary texts informed by different interpretations.

PAPER 1: Drama and Poetry pre-1900 (40% A Level)

Section A: Shakespeare (30 marks)

Passage-based question followed by an essay on *The Tempest*

Section B: Comparing Texts (30 marks)

Essay comparing *A Doll's House* with 'The Merchant's Tale'

PAPER 2: Comparative and Contextual Study (40% A Level)

Section A: Unseen prose (30 marks)

Critical reading of an unseen piece of dystopian prose

Section B: Comparing Texts (30 marks)

Essay comparing *The Handmaid's Tale* with *A Clockwork Orange.*

First Coursework Essay: Close reading of a poem (7.5% A Level)

An essay that closely and critically analyses a poem by Carol Ann Duffy. (1000 words and 15 marks).

Second Coursework Essay: Comparative essay (12.5% A Level)

An essay that compares and contrasts a play and a novel, informed by different interpretations and an understanding of contexts. (2000 words and 25 marks).

Entry Requirements

Grade 6 in both GCSE English Literature and a Grade 5 GCSE English Language.

EXTENDED PROJECT QUALIFICATION

EXAM BOARD: AQA

What is it?

The Extended Project Qualification gives you more control over your studies than ever before. You can choose to explore a further aspect of a subject you are studying, or another subject, or simply choose a topic that you have a personal interest in.

The finished project can be a written report, a performance, a piece of art, a community project, a CD or DVD, or even computer software.

This level of choice and flexibility means you are engaged and motivated, and gain valuable research and project management skills along the way.

What does Enrichment involve?

Delivery of the Extended Project Qualification will involve some teaching of the relevant skills plus mentoring and supervision of your progress. It will also involve extended independent work and will require in total up to 120 guided learning hours.

You will be required to:

- Choose an area of interest
- Draft a project title
- Draft aims and objectives
- Plan, research and carry out the project
- Provide evidence of all stages of project production
- Deliver a presentation to a specified audience

What opportunities does the Extended Project Qualification offer?

- You have a significant input in the choice and design of the project and take responsibility either for an individual task or for defined task within a group project.

- You will develop and improve your own learning and performance as a critical, reflective and independent learner.

- You will develop and apply decision making and, where appropriate, problem solving skills.

- You will extend your planning, research, critical thinking,

- Analysis, synthesis, evaluation and presentation skills.

- You will develop, where appropriate, as an e-confident learner and apply new technologies in your studies.

- You will develop and apply skills creatively, demonstrating initiative and enterprise.

You will use your learning experiences to support your personal aspirations for higher education and career development.

The Assessment Objectives:

	Assessment Objectives	Weighting
AO1	Manage	20%
AO2	Use Resources	20%
AO3	Develop and Realise	40%
AO4	Review	20%

How is the Extended Project Graded?

The Extended Project Qualification will be graded on a six grade scale: A*, A, B, C, D, E. Students who fail to reach the minimum standard for grade E will be recorded as U (unclassified) and will not receive a qualification certificate.

How to get started

For more information, you can also visit the AQA website at: **www.aqa.org.uk** or email **epq@aqa.org.uk**

A LEVEL: FRENCH

EXAM BOARD: AQA

Course Content:

The course will enable students to:

- develop and build on the skills acquired at GCSE
- enhance employment prospects
- facilitate foreign travel
- gain an insight into another culture and society
- gain a sound basis for further study, due to the film and literature focus

Aspects of French-speaking society: Current trends

- The changing nature of family.
- The 'cyber society'.
- The place of voluntary work.

Artistic culture in the French-speaking world

- A culture proud of its heritage.
- Contemporary francophone music.
- Cinema: the 7th art form

Literary Texts and Films

- L'étranger
- La Haine

Grammar

A-level students will study the grammatical system and structure of the language. The end of course exams will test their use of accurate grammar and structures appropriate to the tasks set, drawing from the lists in the specification.

Assessment

A-Levels will be linear; students will sit all exams at the end of the two-year course.

A-level Assessments

Paper 1:
Listening, reading and writing, translation into English, translation into French.
Written exam: 2 hours 30 minutes;
100 marks;
50% of A-level.

Paper 2:
Writing: Two books from the list of set texts in the specification **or** one book from the list of set texts and one film from the list in the specification.
Written exam: 2
hours; 80 marks;
20% of A-level.

Paper 3:
Speaking: Individual research project; Knowledge of one of the sub-themes
Speaking test: 21-23 minutes (including 5 minutes' preparation time at the start of the test);
60 marks;
30% of the A-level.

Entry Requirements

Grade 6 in GCSE French

A LEVEL: GEOGRAPHY

EXAM BOARD: AQA

A Level Course Content
Unit 1: Physical Geography
Section A – Water & Carbon Cycles
Section B – Coastal Environments
Section C – Hazards
Unit 2: Human Geography
Section A – Global Systems & Global Governance
Section B – Changing Places
Section C – Population and the Environment
Unit 3: Geographical Investigation
Students complete an individual investigation, which must include data collected in the field. The individual investigation must be based on a question or issue defined and developed by the student relating to any part of the specification content. The investigation must be completed independently (although this does not necessarily require students to complete data collection alone.) Teachers will be available for consultation about what is an appropriate focus for the investigation.
Fieldwork Requirements: 4 days of fieldwork which covers both Human & Physical Geography

Key Skills
As well as covering advanced level study of Geography, this course will enable you to develop some key skills, which will be essential to you whatever you go on to do afterwards. The key skills you can develop during this course are:

- Understanding the nature and use of different types of information
- Collecting, analysing and interpreting information
- Undertaking informed and critical questioning
- Identifying and using appropriate data reporting and presentation skills
- Communicating and evaluating findings
- Drawing well-evidenced conclusions informed by wider theory
- Statistical skills
- Graphical skills
- Literacy skills
- ICT skills
- Cartographic Skills

Career Value
Geography can be used for a wide range of jobs including advertising, agriculture, banking, cartography, commerce, education, engineering, environmental management, estate agency, finance, horticulture, journalism, law, local government, marketing, meteorology, planning, public relations, radio, retailing, sales, social and health services, surveying, transport, travel, tourism, TV.
It is widely recognised that Geographers are one of the most employable graduates due to the wide range of transferable skills developed throughout its study.

2 Year Programme
Year 12:

- Changing Places (Unit 2)
- Coastal Systems (Unit 1)
- Water and Carbon Cycle (Unit 1)
- Global Systems and governance (Unit 2)
- NEA fieldwork (Unit 3)

Year 13:

- Global systems and governance continued (Unit 2)
- Water and Carbon Cycle continued (Unit 1)
- Hazards (Unit 1)
- Population and the Environment (Unit 2)

A Level Assessment
Students sit the following exams at the end of the 2 year programme

Unit 1: Physical Geography
Written exam -2h30
96 marks
40% of A Level
Question types: multiple-choice, short answer, levels of response and extended prose

Unit 2: Human Geography
Written exam –
2hr 30 96 marks
40% of A Level
Question types: multiple-choice, short answer, levels of response and extended prose

Unit 3: Geographical Investigation
3,000–4,000 words
35 marks
20% of A-level
marked by teachers; moderated by AQA

Entry Requirements
Grade 6 in GCSE Geography.

A LEVEL: GERMAN

EXAM BOARD: AQA

Course Content:
The course will enable students to:

- develop and build on the skills acquired at GCSE
- enhance employment prospects
- facilitate foreign travel
- gain an insight into another culture and society
- gain a sound basis for further study, due to the film and literature focus

Aspects of German-speaking society

- The changing state of the family.
- The digital world.
- Youth culture: fashion and trends, music, television.

Artistic culture in the German-speaking world

- Festivals and traditions.
- Art and architecture.
- Cultural life in Berlin, past and present

Multiculturalism in German-speaking society

- Immigration.
- Integration.
- Racism.

Aspects of political life in the German-speaking world

- Germany and the EU.
- Politics and youth.
- The reunification and its consequences.

Literary Texts and Films

- 'Andorra' (Max Frisch)
- 'Goodbye Lenin' (Wolfgang Becker)

Grammar
A-level students will study the grammatical system and structure of the language. The end of course exams will test students' use of accurate grammar and structures appropriate to the tasks set, drawing from the lists in the specification.

Assessment
A-Levels will be linear; students will sit all exams at the end of the two-year course.

A-level assessments
Paper 1:
Listening, reading and writing, translation into English, translation into German.
Written exam: 2 hours 30 minutes;
100 marks;
50% of A-level.

Paper 2:
Writing: Two books from the list of set texts in the specification **or** one book from the list of set texts and one film from the list in the specification.
Written exam: 2 hours; 80 marks;
20% of A-level.

Paper 3:
Speaking: Individual research project; Knowledge of one of the sub-themes
Speaking test: 21-23 minutes (including 5 minutes' preparation time at the start of the test);
60 marks;
30% of the A-level.

Entry Requirements
Grade 6 in GCSE German

A LEVEL: HISTORY

EXAM BOARD: AQA

Course Content

Component 1J: The British Empire 1857 - 1967

- Why did the British Empire grow and contract?
- What influenced imperial policy?
- What part did economic factors play in the development of the British Empire?
- How did the Empire influence British attitudes and culture?
- How did the indigenous peoples respond to British rule?
- How important was the role of key individuals and groups and how were they affected by developments?

Component 2R: The Cold War 1945 – 1991

- The Origins of the Cold War, c1945–1949
- The Developing Cold War, 1949–1960
- The Kennedy and Khrushchev era, 1960–1962
- The Cold War and the era of Détente, c1962–1976
- The New Cold War, 1976–1985
- The Ending of the Cold War, 1985–1991

Component 3: Historical Investigation

- Was slavery the root cause of the American Civil War?

Career value

The ability to analyse, synthesise and evaluate information from a variety of sources and present it clearly and convincingly is a key skill in many professions. Therefore, historians are particularly sought after in education (including postgraduate research and teaching), journalism, media, publishing, politics, law, marketing, accountancy, administration, management and sales.

Other Skills Developed

History develops a wide range of transferable skills. Students must learn to discover information using books, articles, the press and the internet. They learn to read for meaning, to take useful notes, to memorise relevant details, to construct complex arguments and to illustrate them by referring to specific historical situations. They learn to examine and evaluate evidence of documents and images. They compare the evidence of historians of conflicting views and try to arrive at their own conclusions as to their reliability. Students learn to present
arguments convincingly, both orally and in writing.

Complementary A-levels

History can be taken alongside a range of A-Level choices, but it does complement subjects such as Politics, Geography, Economics, RE, Sociology, Psychology and English Literature. It also works well as the focus topic of an EPQ.

Assessment

Year 13

Students sit two A-Level exams on component 1J and 2R that are both worth 40% of the final grade. They also complete a coursework essay over the summer before Year 13 that is worth 20% of their final grade. Collectively, the two A-Level exams and coursework determine the grade the candidate receives.

The A-Level exams are both 2 hours 30 minutes**.** In both papers, candidates will be presented with one source work question in section A that they have to answer. Candidates will then be presented with three further essay questions in Section B and will answer two of these questions.

The exam covers both the content taught in Year 12 alongside the content taught in Year 13.

The coursework is a 4,000 – 4,500 word essay that requires the candidate to identify, explain and evaluate the causes of the American Civil War.

Entry Requirements

If you have taken GCSE History, you need a Grade 6 in GCSE History and Grade 5 in GCSE English Language.
If you have not taken History, you need a Grade 6 in another Humanities subject such as GCSE Geography, GCSE RE, GCSE Sociology or GCSE Economics and a Grade 5 in GCSE English Language.

A LEVEL: MATHEMATICS

EXAM BOARD: EDEXCEL

Course Content:

Why choose Mathematics?
Maths underpins the whole of the curriculum, especially the sciences, and although it is seen as one of the hardest A-levels you can do, it is one of the most highly regarded facilitating subjects and one that all universities and future employers will be impressed by.

The new A-level has 100% prescribed content – there are no options or choices. There is a lot more emphasis on students' ability to apply skills learnt and as such, there are 3 over-arching themes that are central to the learning on the course:

- Mathematical argument, language and proof
- Mathematical problem solving
- Mathematical modeling

Specific topics to be taught are as follows:

Year 1 Pure
Algebra and Functions
Co-ordinate Geometry
The Binomial
Expansion
Trigonometry
Exponentials and Logarithms
Differentiation
Integration
Vectors in 2D

Year 1 Statistics and Mechanics
Statistical Sampling
Data Representation &
Interpretation The Binomial
Distribution
Probability
The Large Data Set
Quantities and Units in Mechanics
Kinematics
Forces and Newton's Laws of Motion

Year 2 Pure
Proof
Algebra and Functions
Parametric Equations
The Binomial
Expansion Radians
Trigonometry
Exponentials and
Logarithms Differentiation
Integration
Vectors in 3D

Year 2 Statistics and Mechanics
The Normal Distribution
Hypothesis Testing
Correlation and Regression
Forces and
Friction Further
Kinematics
Projectiles
Moments

Assessment (at the end of year 2):

Paper 1: Pure
Paper 2: Pure
Paper 3: Statistics and Mechanics
All 3 papers are 2 hours and have equal weighting**.**
All questions must be answered and a graphic or scientific calculator may be used in each assessment.

Entry Requirement:
Grade 7 in GCSE Maths

A LEVEL: FURTHER MATHEMATICS

EXAM BOARD: EDEXCEL

Further Mathematics students will do the Mathematics and Further Mathematics courses consecutively. The entire A-level Mathematics syllabus will be taught in Year 12 and the Further Mathematics syllabus will be taught in Year 13. Further Mathematics must be taken as a fourth subject.

Overarching themes: Mathematical argument; Mathematical problem solving; Mathematical modelling

Core Pure one

- Proof
- Proof by induction

Complex numbers

- Solving quadratics
- Complex conjugate
- Argand diagrams
- Modulus form calculations

Matrices

- Operations with matrices
- Linear transformations
- Inverse matrices
- Simultaneous equations

Algebra and functions

- Quartic equations
- Sum formulas
- Linear transformations of roots

Further calculus

- Volumes of revolution

Further vectors

- Equation of a straight line
- Equation of a plane
- Scalar product
- Intersecting lines and planes

Core Pure two

- Proof
- Sum of series
- Matrices

Complex numbers

$e^{i\theta} = \cos\theta + \sin\theta$

Distinct n^{th} terms

Geometric problems

Algebra and functions

- Method of differences
- Maclaurin series
- Compound functions

Further calculus

- Improper integrals
- Mean of a function
- Integrate with partial fractions
- Differentiate inverse trig functions
- Trigonometric substitutions

Polar co-ordinates

- Convert from Cartesian co-ordinates
- Curve sketching
- Area under a curve

Hyperbolic functions

- Definitions of hyperbolic functions
- Differentiation and integration
- Inverse functions

Differential equations

- Solving differential equations
- Modelling
- Simple harmonic motion
- Analyse and interpret models

Option Modules:

One from Decision Maths, Further Statistics or Further Mechanics

Assessment at the end of Year 2

Paper 1: Pure 90 mins
Paper 2: Pure 90 mins
Paper 3: Further Pure 90 mins
Paper 4: Option 1 90 mins

Entry requirements:

Grade 8 in GCSE Maths

Calculators may be used in all exams. We recommend either the Classwiz fx-991EX or fx- CG50 graphic calculator

A LEVEL: MUSIC

EXAM BOARD: EDUQAS

Course Content
There are three main components:

- Performance
- Composition
- Appraising

Candidates can specialise in performing or composing, giving greater weight to one in their final outcome.

Performance
Candidates perform live for a visiting examiner in the Spring of Year 13. The performance should last for 6-12 minutes, depending on whether the candidate is specialising in composing or performing. Candidates will struggle to achieve well in this component if they are playing at lower than Grade 6 standard at the time of the performance.

Composition
Option A (specialising in performance): Two contrasting compositions totaling 4-6 minutes, one demonstrating techniques of the Western Classical Tradition in response to a brief set by Eduqas, and one free composition.
Option B (specialising in composition): Three compositions totaling 8-10 minutes. In addition to the two outlined above, the third composition should reflect musical characteristics of one different area of study (i.e. not the Western Classical Tradition).

All compositions are externally examined.

Appraising: Areas of Study
The appraising examination covers three main Areas of Study.

- The Development of the Symphony 1750-1900
- Jazz 1920-1960 OR Rock and Pop 1960-2000 OR Musical Theatre
- Into the Twentieth Century: Impressionism, Expressionism, Neo-Classicism

The listening exam requires students to analyse music aurally and from a score. Some of the music will have been studied in depth during the course, and some will be unfamiliar. Candidates will also write an essay on the development of the symphony, drawing on their knowledge of specific symphonic works and the wider context of European art and society in the eighteenth and nineteenth centuries.

What transferable skills will I develop and demonstrate in A Level Music?
Analytical thinking and problem solving
Technical understanding
Creativity
Collaboration
Independence
Personal presentation and confidence
Organisation and project management

Career Value
A Level Music is considered a rigorous, academic course. For example, Cambridge University includes it in a list of subjects which are particularly useful to those applying for their Humanities, Arts or Social Sciences courses. Music Bachelors and A Level qualifications remain well-respected signs of students' analytical and technical thinking, creativity, cultural awareness, independence and versatility. Studying Music A Level opens doors to all careers, not just those in music. As well as careers in the arts, you will find ex-music students in careers as diverse as medicine, business, the civil service, the emergency services, law, engineering, finance, and education.

At BTG, you will study this course in a small, collaborative class with plenty of one-to-one support from your teachers.

Entry Requirements
Grade 6 in GCSE Music or Grade 5 Theory or Grade 6 Instrument/Voice

If you do not meet the above requirements, places will be considered on a case-by-case basis.

Candidates should be having weekly one-to-one instrumental or singing lessons throughout this course. Lessons are available at BTG for a fee, but candidates can also study with a teacher outside of school. Please talk to the Music Department if you have questions about this.

A LEVEL: PHYSICAL EDUCATION

EXAM BOARD: AQA

Course Content

Learners will have the opportunity to experience and achieve:

- National Governing Body Awards in activities of your choice
- Sport Science and nutrition lectures at universities
- Volunteering experience
- Open day visits to Universities

What units will pupils study? 1

1. Applied anatomy and physiology
2. Skill acquisition
3. Sport and society
4. Exercise physiology
5. Biomechanical movement
6. Sport psychology
7. Sport and society and the role of technology in physical activity and sport

Applied anatomy and physiology

Students develop knowledge and understanding of the changes within the body systems prior to exercise, during exercise of differing intensities and during recovery. Students interpret data and graphs relating to changes within the musculoskeletal, cardio-respiratory and neuro-muscular systems, and the use of energy systems during different types of physical activity and sport, and the recovery process.

Skill acquisition

Students focuses on how skill is acquired and the impact of psychological factors on performance. Students develop knowledge and understanding of the principles required to optimise learning of new, and the development of existing, skills. Students are able to understand and interpret graphical representations associated with skill acquisition theories.

Sport and society

Students develop knowledge and understanding of the interaction between, and the evolution of, sport and society. Students are able to understand, interpret and analyse data and graphs relating to participation in physical activity and sport.

Exercise physiology

Students understand the adaptations to the body systems through training or lifestyle, and how these changes affect the efficiency of that system.

Biomechanical movement

Students develop knowledge and understanding of motion and forces, and their relevance to performance in physical activity and sport. Students gain a knowledge and use of biomechanical definitions, equations, formulae and units of measurement and demonstrate the ability to plot, label and interpret biomechanical graphs and diagrams.

Sport psychology

Students develop knowledge and understanding of the role of sport psychology in optimising performance in physical activity and sport. Students are able to understand and interpret graphical representations associated with sport psychology theories.

Sport and society and the role of technology in physical activity and sport

Students will develop knowledge and understanding of the interaction between the evolution of, sport and society and the technological developments in physical activity and sport.

Key Skills

As well as covering advanced level study of Physical Education, this course will enable you to develop some key skills, which will be essential to you whatever you go on to do afterwards. The key skills you can develop during this course are:

- Communication
- Application of number
- Working with others
- Improving own learning and performance
- Problem solving
- Analysis and evaluation of factors which improve and optimise performance
- Factors affecting the nature and development of performance
- Synoptic evaluations.

Career Value

A Physical Education qualification can lead to further and higher education, careers in the leisure industry, journalism, sponsorship, media, coaching and teaching. Examples of university courses pursued by those who have undertaken AS/AL PE include:

- Physiotherapy
- Sports Science and Physiology
- Physical Education (teaching)
- Engineering
- Sports Management/Media

Assessment

What's assessed in Paper 1

Section A: Applied anatomy and physiology
Section B: Skill acquisition
Section C: Sport and society

How it's assessed

- Written exam: 2 hours
- 105 marks
- 35% of A-level

Paper 2: Factors affecting optimal performance in physical activity What's assessed in Paper 2

Section A: Exercise physiology and biomechanics Section B: Sport psychology
Section C: Sport and society and technology in sport

How it's assessed

- Written exam: 2 hours
- 105 marks
- 35% of A-level

Non-exam assessment: Practical in physical activity and sport A2 Practical

How it's assessed

- Internal assessment, external moderation
- 90 marks
- 30% of A-level

Entry Requirements

Grade 6 in GCSE Physical Education. If Physical Education not taken at GCSE, entry is based on Head of Department discretion. A Grade 7 in GCSE Biology is also preferable. Students should have a keen interest in sport and be playing at least one sport at Club/Regional level.

A LEVEL: PHYSICS

EXAM BOARD: EDEXCEL

Course Content

1. Quantities and units
2. Practical skills
3. Rectilinear motion
4. Linear momentum
5. Forces
6. Work, energy and power
7. Charge and current
8. Potential difference and electromotive force
9. Current – potential difference relationships
10. Series and parallel circuit and potential dividers
11. Fluids
12. Solid materials
13. Nature of waves
14. Transmission and reflection of waves
16. Superposition of waves
17. Particle nature of light

Course Content Year 13

18. Momentum and energy
19. Motion in a circle
20. Electric fields
21. Capacitance
22. Magnetic fields
23. Electrons and nuclei
24. Particle physics
25. Nuclear decay
26. Specific heat capacity
27. Internal energy, absolute zero and change of state
28. Gas Laws and kinetic theory
29. Universal gravitation
30. Astrophysics
31. Cosmology
32. Oscillations

Internal Mock Assessment in Year 12

Paper 1: Core Physics 1 (Internal exam)

80 marks
1 hour 30 minutes

Questions:

This paper will examine topics 1-10.
The paper may include multiple-choice, short open, open response, calculations and extended writing questions

Paper 2: Core Physics 2 (Internal exam)

80 marks
1 hour 30 minutes

Questions:

This paper will examine topics 1-2 and 11-17.
The paper may include multiple-choice, short open, open response, calculations and extended writing questions.

Assessment by public examinations in Year 13

Paper 1: Advanced Physics 1 (Public exam)

30% of A level
90 marks
1 hour 45 minutes

Questions:

This paper will examine topics 1-10 and 18-25.
The paper may include multiple-choice, short open, open-response, calculations and extended writing questions

Paper 2: Advanced Physics 2 (Public exam)

30% of A level
90 marks
1 hour 45 minutes

Questions:

This paper will examine topics 1-2, 11-17 and 26-32.
The paper may include multiple-choice, short open, open-response, calculations and extended writing questions.

Paper 3: General and Practical Principles in Physics (Public exam)

40% of A level
120 marks
2 hours 30 minutes

Questions:

Questions in this paper may draw on any of the topics in this specification.
The paper may include multiple-choice, short open, open-response, calculations and extended writing questions.

Career value

Physics is essential and compliments Mathematics for those wishing to study all branches of engineering and astronomy. It can also be taken with the other sciences, Chemistry and Biology, leading to careers in medicine, veterinary science, pharmacy and forensics.

Key skills

As well as covering advanced level study of Physics, this course will enable you to develop the following key skills which will be essential to you whatever progression route you choose:

- Communication
- Application of numbers
- Information Technology
- Working with others and independently
- Problem solving

Entry requirements

Grade 7 in GCSE Physics and Chemistry or Biology
Grade 7 in GCSE Science A and Grade 7 in Additional Science
Grade 7 in GCSE Mathematics
Grade 5 in GCSE English Language

Preferably studied in conjunction with Mathematics. Chemistry or Biology.

A LEVEL: POLITICS

EXAM BOARD: EDEXCEL

Course Content:

Politics is a good subject for someone who is developing an interest in the news, and in the stories behind the news. Studying Politics will make you better informed than most of your fellow students, and many adults too.

Politics (sometimes called "Political Studies" or "Political Science") is an academic discipline. Like most subjects, you will need to learn some facts, some dates and some key concepts. You will need to develop the skills necessary to write essays in which you, for example, evaluate the powers of the Prime Minister, or analyse the strengths and weaknesses of the UK Constitution.

Year 12

Component 1: UK politics

- Democracy and political participation
- Party policies and ideas
- Elections and electoral reform
- Pressure Groups and group politics
- Voting behaviour and the media
- The UK Constitution
- Parliament
- The Prime Minister and Cabinet
- Judges and civil liberties
- The EU

Component 2: Political ideas

- Socialism
- Conservatism
- Liberalism
- Feminism

Year 13

Component 3: US politics & comparative politics

- Elections
- Parties
- Pressure groups
- Supreme Court and Civil Rights
- US Constitution
- President
- Congress
- Comparison of US and UK politics

Other Key Skills

Politics students develop a wide range of transferable skills. Students must learn to discover information using books, articles, the press and the internet. They learn to read for meaning, to take useful notes, to memorise relevant details, to construct complex arguments and to illustrate them by referring to specific political situations. Students learn to present arguments convincingly, both orally and in writing.

Future careers

National and local government, the Civil Service, the Foreign Office, the European Union, education (including postgraduate research and teaching), journalism, media, publishing, law, administration, marketing, HR, management and sales all require the kinds of skills developed in A Level Politics.

Complementary A-Levels

Politics can be taken alongside a range of A-Level choices, but it does complement subjects such as History, Economics, Geography, RE, Sociology and English Literature particularly well.

Assessment

Assessment will be through three written examinations of 2 hours each with a mixture of essays and source-based questions.

Entry Requirements

Grade 5 in GCSE English Language. Grade 6 in a GCSE Humanities subject (History, Geography, RE, Economics or Sociology)

A LEVEL: PSYCHOLOGY

EXAM BOARD: AQA

Course Content

Paper 1: Introductory topics in Psychology

- Social influence: group behaviours, conformity, obedience and social change
- Memory: different explanations of how we remember and forget
- Attachment: factors affecting our early relationships with parents and their effect on our development
- Psychopathology: explanations and treatments of mental illness

Paper 2: Psychology in context

- Approaches in Psychology: different sets of theory and elated research methods
- Biopsychology: physiology and brain behaviour
- Research methods: experimental and non-experimental ways of gathering data
- Data analysis

Paper 3: Issues and opinions in Psychology

- Issues and debates in Psychology: nature v nurture, freewill versus determinism, ethical issues and gender/culture bias
- Typical behaviour: Cognition and development and explanations of changes to thinking skills in infancy and childhood
- Atypical behaviour: Explanations and treatments of Schizophrenia
- Anti-social behaviour: Individual v group explanations of violent behaviour

Career value

The course is of primary value to anyone considering studying Psychology or Social Sciences at degree level. Other popular degree courses which A Level Psychology students opt for include: Sports Science, Business, Journalism, Law

Students entering the world of work rather than university often opt for careers in service sector, law enforcement and marketing.

Key Skills:

- Communication (Written and Verbal)
- Information Technology
- Working with others
- Improving own learning and performance
- Problem solving
- Data analysis

Nature of Assessment:

As the course is linear, there is no external assessment at the end of Year 12. Instead, there is an internally set mock examination, which will cover the material in the first two papers.

The grade for this mock examination is used to both decide progression to year 2 of the course and to predict grades for UCAS applications

Year 2

Paper 1
Assessed written exam: 2 hours
96 marks in total
33.3% of A-level

Paper 2
Assessed written exam: 2 hours
96 marks in total
33.3% of A-level

Paper 3
Assessed written exam: 2 hours
96 marks in total
33.3% of A-level

These Papers cover the full scope of the content with extended writing being assessed in paper 3.

Entry Requirements

Grade 5 in GCSE English Language
Grade 5 in GCSE Mathematics
One Grade 6 in GCSE Triple Science/Two Grades 6s for GCSE Double Science

A LEVEL: RELIGIOUS STUDIES: PHILOSOPHY, ETHICS AND THEOLOGY

EXAM BOARD: OCR

Course Content
The Religious Studies course gives students the opportunity to study some of the fundamental questions, which people have always asked about:

- Why are we here?
- How should we behave?
- What happens to us when we die?
- How do we know God exists?

The study of Philosophy & Ethics helps develop critical thinking and analytical skills, the ability to advance and structure an argument, make informed judgements and use evaluative language to defend or challenge different views.

The course compliments a wide range of subjects: English, History, Sociology, Geography, Drama, Languages, Psychology and Maths have all made use of transferable skills. It also supports those who study the sciences, particularly those who wish to follow a career in Medicine.

The course is split into three distinct areas: Philosophy, Ethics and Development in Christian thought.

Year 12 Topics Philosophy:

- Ancient Philosophical Influences
- Soul, mind and body
- Arguments about the existence of God, based on reason and observation
- Religious Experience
- The Problems of evil

Ethics

- Natural law
- Situation Ethics
- Kantian Ethics
- Utilitarianism
- Euthanasia
- Business Ethics

Development in Christian Thought

- Augustine on human nature
- Death and the afterlife
- Knowledge of God's Existence
- The person of Jesus Christ
- Christian moral principles
- Christian moral action

Year 13 Topics
Philosophy:

- The nature and attributes of God
- Religious Language: Negative, Analogical or Symbolic
- 20th century perspectives and comparisons

Ethics

- Meta-ethical theories
- Conscience
- Sexual Ethics

Development in Christian Thought

- Religious Pluralism and theology/society
- Gender and theology/society
- The challenge of secularism
- Liberation theology and Marx

Assessment
Year 12
There will be three mock exams at the end of Year 12 for each topic and students will answer two out of three questions on each paper. Each exam will be one hour. Questions will be essay style of 30 marks each.

Year 13
There are three examinations at the end of Year 13 and students will answer three out of four questions on each paper. Each exam will be two hours long. Questions will be essay style of 40 marks each.

Paper 1 (33.3%) Philosophy of Religion:
Paper 2 (33.3%) Religion and Ethics:
Paper 1 (33.3%) Development in Christian Thought:

Entry Requirements
Grade 6 at GCSE Religious Studies
Grade 5 at GCSE English Language

A LEVEL: SOCIOLOGY

EXAM BOARD: AQA

2 Year Course Content

Education
Students are expected to be familiar with sociological explanations of the following content:

- the role and functions of the education system, including its relationship to the economy and to class structure:
- differential educational achievement of social groups by social class, gender and ethnicity in contemporary society:
- relationships and processes within schools, with particular reference to teacher/pupil relationships, pupil identities and subcultures, the hidden curriculum, and the organisation of teaching and learning: the significance of educational policies, including policies of selection, marketisation and privatisation.

Research Methods
Students must examine the following areas:

- quantitative and qualitative methods of research;
- research design: sources of data, including questionnaires, interviews, participant and non- participant observation, experiments, documents and official statistics:
- the distinction between primary and secondary data, and between quantitative and qualitative data:
- the relationship between positivism, interpretivism and sociological methods;
- the nature of 'social facts': the theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research.

Families and Households
Students are expected to be familiar with sociological explanations of the following content:

- the relationship of the family to the social structure and social change, with particular reference to the economy and to state policies:
- changing patterns of marriage, cohabitation, separation, divorce, childbearing and the life course, including the sociology of personal life, and the diversity of contemporary family and household structures:
- gender roles, domestic labour and power relationships within the family in contemporary society:
- the nature of childhood, and changes in the status of children in the family and society:
- demographic trends in the United Kingdom since 1900

Year 13 Content

Beliefs in Society;

- Different theories of ideology, science and religion, including both Christian and non-Christian religious traditions;
- The relationship between religious beliefs and social change and stability.
- Religious organisations, including cults, sects, denominations, churches and New Age movements and their relationship to religious and spiritual belief and practice.

Crime and Deviance with Theory and Methods

- Different theories of crime, deviance, social order and social control. The social distribution of crime and deviance by age, ethnicity, gender, locality and social class.
- Crime control, prevention and punishment. Victims, and the role of the criminal justice system;
- The sociological study of suicide and its theoretical and methodological implications;
- The connections between sociological theory and methods and the study of crime and deviance.

At the end of Year 12, students will sit mock exams in content covered. The grade in these exams will determine entry into Year 13

Assessment
A Level (Year 13)
Paper 1: Education with Theory and Methods 2 hour written exam; 80 marks; 33.3% of A-level **Paper 2: Topics in Sociology**
2 hour written exam; 80 marks; 33.3% of A-level
Paper 3: Crime and Deviance with Theory and Methods
2 hour written exam: 80 marks; 33.3% of A-level

Complementary A Levels
Sociology can be taken alongside a range of A-level choices, but it does combine well with Economics, English Literature, Geography, History, Government and Politics and Psychology.

Entry Requirements
GCSE Grade 5 in GCSE English Language/Literature plus a Grade 5 in a GCSE Humanities subject (History, Geography, RE, or Economics).

A LEVEL: SPANISH

EXAM BOARD: AQA

Course Content:
The course will enable students to:

- develop and build on the skills acquired at GCSE
- enhance employment prospects
- facilitate foreign travel
- gain an insight into another culture and society
- gain a sound basis for further study, due to the film and literature focus

Aspects of Hispanic society

- Modern and traditional values.
- Cyberspace.
- Equal rights.

Artistic culture in the Hispanic world

- Modern day idols.
- Spanish regional identity.
- Cultural heritage or cultural landscape.

. **Literary Texts and Films**

- La Casa de los Espíritus
- Pan's Labyrinth

Grammar
A-level students will study the grammatical system and structure of the language. The end of course exams will test their use of accurate grammar and structures appropriate to the tasks set, drawing from the lists in the specification.

Assessment
A-Levels will be linear; students will sit all exams at the end of the two-year course.

A-level assessments
Paper 1:
Listening, reading and writing, translation into English, translation into Spanish.
Written exam: 2 hours 30 minutes;
100 marks;
50% of A-level.

Paper 2:
Writing: Two books from the list of set texts in the specification **or** one book from the list of set texts and one film from the list in the specification.
Written exam: 2 hours; 80 marks;
20% of A-level.

Paper 3:
Speaking: Individual research project; Knowledge of one of the sub-themes
Speaking test: 21-23 minutes (including 5 minutes' preparation time at the start of the test);
60 marks;
30% of the A-level.

Entry Requirements
Grade 6 in GCSE Spanish.

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11-18 Catholic Co-educational School

AAQ/BTEC/ CTEC LEVEL

CURRICULUM INFORMATION

Please Note: Vocational courses have been rebranded and are now AAQ, BTEC or CTECs, depending on the examination Board.

Also, for the purposes of this document, we have added the AAQ/BTECs/CTECs we currently offer, so whilst some vocational courses are in this document are a Single or Double, the final offer in September 2027, will be subject to student uptake and staffing requirements.

BTEC BUSINESS (NATIONAL EXTENDED CERTIFICATE)

EXAM BOARD: EDEXCEL

Equivalent to:
One A-Level

What is the course?
Both courses in Business are a nationally recognised qualification ***equivalent to one A-levels.*** This is designed to be taken with 2 other subject choices, which may be other Single award vocational offers or A levels. This makes the combined package worth the equivalent of three A-levels.

The Extended certificate in Business provides learners with the opportunity to develop a comprehensive range of business skills and personal attributes that will allow them to gain employment in business or to go on to higher study at university. The compulsory core modules develop in learners an understanding of the business environment, the management of resources, marketing and communication – all fundamental to the success of business organisations. The optional units the develop specialist skills in a particular area of Business. Learners will produce individual reports, although much of the work will be done in groups.

What skills will I develop?
As well as studying specific business theories and practices, learners will develop a comprehensive range of generic business skills including:

- Written and verbal English
- Communication
- Numeracy
- Presentation
- Leadership
- Organisation
- Time management

Learners will develop these skills by working on a range of different units, each focusing on a different aspect of business. They will have to manage their time effectively
to ensure work is completed to deadlines.

Course Content and Assessment
Both courses are assessed via a combination of:

- internally assessed coursework (IC)
- Externally assessed coursework (EC) – A task set and marked by the exam board and completed under supervised conditions. Learners will be given a context before a supervised assessment period in order to carry out research.
- Written exam set by the exam board (E)

The units in **bold** below denotes that are weighted heavier than the other units.

Learners must complete the following ***THREE compulsory units:***

1. Exploring Business (IC)
2. Develop a marketing campaign (EC)
3. Personal and business finance – (E)

They will then complete the following ***ONE option units***:

4. Recruitment and selection (IC)

33% Exam
66% Internal and external coursework

Entry Requirements

- GCSE Business (if studied) Grade 4
- GCSE English language Grade 4
- GCSE Mathematics Grade 4
- At least a Level 2 Merit or above in Cambridge National Level 2 Business (if studied)

BTEC BUSINESS (NATIONAL DIPLOMA)

EXAM BOARD: EDEXCEL

Equivalent to:
Two A-Levels

What will I be studying?
Both Diploma courses in Business are designed to be taken with 1 other subject choice, which may be another Single award vocational offer or an A, level. This makes the combined package worth the equivalent of three A- levels.

The Diploma in Business provides learners with the opportunity to develop a comprehensive range of business skills and personal attributes that will allow them to gain employment in business or to go on to higher study at university. The compulsory core modules develop in learners an understanding of the business environment, the management of resources, marketing and communication – all fundamental to the success of business organisations. The optional units the develop specialist skills in a particular area of Business. Learners will produce individual reports, although much of the work will be done in groups.

What skills will I develop?
As well as studying specific business theories and practices, learners will develop a comprehensive range of generic business skills including:

- Written and verbal English
- Communication
- Numeracy
- Presentation
- Leadership
- Organisation
- Time management

Learners will develop these skills by working on a range of different units, each focusing on a different aspect of business. They will have to manage their time effectively to ensure work is completed to deadlines.

Course Content and Assessment
Both courses are assessed via a combination of:

- Internally assessed coursework (IC)
- Externally assessed coursework (EC) – A task set and marked by the exam board and completed under supervised conditions. Learners will be given a context before a supervised assessment period in order to carry out research.
- Written exam set by the exam board (E)

The units in **bold** below denotes that are weighted heavier than the other units.

Learners must complete the following ***SIX compulsory units:***

- Exploring Business (IC)
- Develop a marketing campaign (EC)
- **Personal and business finance – (E)**
- Managing an event (IC)
- International Business (IC)
- **Principles of management (EC)**

They will then complete the following ***TWO option units***:

- Pitching for a new business (IC)
- Cost and management accounting (IC)

45% Exam
55% Internal and external coursework

42% Exam
58% Internal coursework

Entry Requirements

- GCSE Business (if studied) Grade 4
- GCSE English language Grade 4
- GCSE Mathematics Grade 4
- At least a Level 2 Merit or above in Cambridge National Level 2 Business (if studied)

BTEC LEVEL 3: NATIONAL DIPOLMA IN HEALTH AND SOCIAL CARE

EXAM BOARD: PEARSON

Equivalent to:
2 A-Levels

What will I be studying?
A level 3 qualification in Health and Social Care allows students to develop the skills and personal qualities needed to work within the industry or to progress onto further education.
This qualification is ideal for anyone who is interested in developing their knowledge of both human health and development and the health and social care sector. It will be of particular interest if you consider a career in this important field.

What Skills Will I Develop?

- Communication and Interpersonal
- Written communication
- Organisation
- Presentation
- Team working
- Problem-solving
- Time management
- Analytical
- IT

Career Progression
A level 3 BTEC in health and social care will equip students with the skills to go straight into employment or allow them to continue to study a level 4 qualification or a university degree. The health and social care sector employ over 4 million people in the UK and covers a vast array of careers including:

- Nursing/Midwifery
- Social services
- Probation services
- Physiotherapy
- Pharmacy
- Mental Health services
- Therapist -speech; language Drama; art

Course Content and assessment:

This course is assessed via a combination of:

- internally assessed coursework
- Written exams set by the exam board

In total, you will study eight units, which the first five are mandatory:

- **Unit 1: Human Lifespan and Development** - External exam
- **Unit 2: Working in Health and Social care -** External exam
- **Unit 4: Enquiries into Current Research in Health & Social Care –** External exam
- **Unit 5: Meeting Individual Care & Support Needs –** Coursework
- **Unit 8: Public Health** - Coursework

You will need to complete the optional units:

- **Unit 7: Principals of Safe Practice in Health & Social care -** Coursework
- **Unit 14: Physiological Disorders and their Care** - Coursework
- **Unit 19: Nutritional Health** - Coursework

30% - **Exam**
70% - **Internal mandatory content**

Entry Requirements

- Health and Social Care (if studied) Level 2 Merit or above

AAQ LEVEL 3: EXTENDED CERTIFICATE IN INFORMATION TECHNOLOGY

EXAM BOARD: EDEXCEL

Equivalent to:
One A-Level

What will I be studying?
The Alternative Academic Qualification in Information Technology is a two-year course designed for those who wish to gain a broad understanding of IT and its applications in both business and personal contexts. Through the programme, students develop practical skills in data analysis, project management, and the use of IT systems. The course focuses on enhancing digital literacy and problem-solving abilities - essential for success in today's technology-driven world. This qualification supports progression to higher education, apprenticeships, or employment within the IT sector. It carries UCAS tariff points, widely recognised by universities, and contributes towards meeting university entry requirements.

What skills will I develop and learn?
- Digital skills
- Critical thinking & Problem-solving skills
- Cultural and social intelligence
- Creativity and innovation
- Interpersonal & written communications
- Managing own learning & resilience

Career progression and Beyond
When taken alongside other Level 3 qualifications, in complementary or contrasting subjects, such as Mathematics, Business, Art & Design or Psychology; the qualification gives learners the opportunity to progress in higher education, apprenticeships or employment within the IT and digital sectors.

University: • BSc Information Technology • BSc Information Systems • BSc Computer Science • BSc Cyber Security • BSc Digital Technology • BSc Data Science • BA Business / Business Information Systems
Apprenticeships: • Digital & Technology Solutions • Software Development • Cyber Security • Data Analysis • IT Support & Infrastructure • Digital Marketing • Business Analysis

Other degree pathways: Business, Mathematics, Psychology, Art & Design and other disciplines where digital skills are valuable.

Course Content
The course size and structure are set as follows:
4 units of which **all 4** are **mandatory.**

Unit 1: Information Technology Systems:
The unit focuses on the relationship between software and hardware, and the issues related to IT systems.
Unit 2: Cyber Security and Incident Management:
The unit focuses on the types of cyber security threats, vulnerabilities in networked systems, and how organisations plan and respond to incidents.
Unit 3: Website Development:
The unit focuses on website development tools, techniques and processes, including testing usability, functionality, and fitness for purpose.
Unit 4: Relational Database Development:
The unit focuses on the structure of data, data design, and database management systems (DBMS).

Assessment
This course is assessed via a combination of:
- Internal and synoptic coursework **(ISC)**
- Written exam set by the exam board **(E)**

Mandatory content (100%)
External assessment - **66.6%** Exam
Internal assessment - **33.4 %** Internal assessment

1. Information Technology Systems **(E)** - **120 GLH**
2. Cyber Security and Incident Management **(E)** - **120 GLH**
3. Website Development (ISC) - 60 GLH
4. Relational Database Development (ISC) - 60 GLH

Entry Requirements
- BTEC ICT: Level 2 Merit or above, if studied

CTEC: LEVEL 3 CAMBRIDGE TECHNICAL IN SPORT AND PHYSICAL ACTIVITY (EXTENDED CERTIFICATE)

EXAM BOARD: OCR

Equivalent to:
One A-Level

Learners will gain the opportunity to experience and achieve:

- One coaching awards in a selected sport
- First Aid qualification
- Child protection qualification
- Sport Science lectures at Sporting Universities
- Open Day visits for sports students to a variety of different universities
- Sport Science fitness testing session at a University
- Trip to an outdoor adventure centre
- Voluntary work in a profession of choice

Opportunities for Further Education
CTEC Extended Certificates are valued by employers and higher education.

- Sport/ Leisure Centres
- Fitness Centres
- Leisure Management
- Teacher Training
- Coaching
- Health and Fitness
- Sports Development
- Sports Therapy

Assessment

- Assessed by a portfolio of work referenced against each of the grading criteria in the units (pass, merit, and distinction).
- Two units are Written Exam form of assessment – 33% of your overall grade
- Units are assessed individually.
- Final grade is a combined score of all units and examinations
- Centers are responsible for implementing quality control procedures (Internal Verifier)
- Supported by an External Verifier

Sample of units to be studied: (C) = Core units
(E) = Exam

- Sports Coaching and Leadership (C)
- Specific Group Exercise
- Sports Organisation and development (C/E)
- Body Systems and the effects of physical activity (C/E)
- Practical Skills
- Psychology

Additional Cost:
CTEC Sport Uniform – Optional (Prices TBC)

- Nike Foundation Jacket (Optional)
- Nike Foundation training top
- Nike Training Trousers (Optional)

Entry Requirements

- At least a Level 2 Merit in CTEC Sport Studies, if studied
- At least a 4 Grade at GCSE PE, if studied
- Enthusiasm and commitment to Sport

CTEC: LEVEL 3 CAMBRIDGE TECHNICAL IN SPORT AND PHYSICAL ACTIVITY (DIPLOMA)

EXAM BOARD: OCR

Equivalent to:
Two A-Levels

Learners will gain the opportunity to experience and achieve:

- One coaching awards in a selected sport
- First Aid qualification
- Child protection qualification
- Sport Science lectures at Sporting Universities
- Open Day visits for sports students to a variety of different universities
- Sport Science fitness testing session at a University
- Trip to an outdoor adventure centre.
- Voluntary work in a profession of choice
- First aid Qualification
- Sports injury workshop

Opportunities for Further Education
CTEC Extended Diplomas are valued by employers and higher education.

- Sport/ Leisure Centres
- Fitness Centres
- Leisure Management
- Teacher Training
- Coaching
- Health and Fitness
- Sports Development
- Sports therapy

Assessment

- Assessed by a portfolio of work referenced against each of the grading criteria in the units (pass, merit, and distinction).
- Four Units are written examinations – 27% of your overall grade
- Units are assessed individually.
- Final grade is a combined score of all units and examinations
- Centres are responsible for implementing quality control procedures (Internal Verifier) which is supported by an External Verifier

Sample of units to be studied over two years: (E) = Exam

- Body Systems and the effects of physical activity (E)
- Sport coaching and activity leadership
- Sports organisation and development (E)
- Working Safely in sport, exercise, health and leisure (E)
- Physical activity for specific group
- Performance Analysis in Sports & Exercise
- Sports injuries and rehabilitation
- Practical skills in sports and physical activities
- Health and fitness testing for sports and exercise or Biomechanics
- Sports and exercise psychology
- Sports nutrition and diet

Entry Requirements

- At least a Level 2 Merit in CTEC Sport Studies, if studied
- At least a 4 Grade at GCSE PE, if studied
- Enthusiasm and commitment to Sport

BISHOP THOMAS GRANT SCHOOL SIXTH FORM

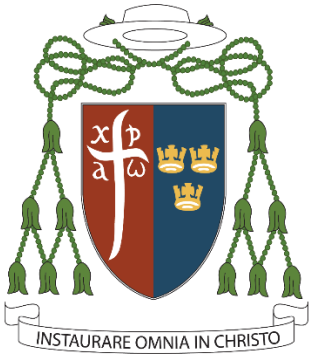
2026 RESULTS

A level Headline Figures	
A* to A	33%
A* to B	70%
A* to C	89%
A* to E	100%
BTEC Headline Figures	
A* to A (Distinction* to Distinction)	56%
A* to C (Distinction* to Merit)	97%
A* to E (Pass Rate)	100%

2026 UNIVERSITY DESTINATION LIST

·Extended Medicine at King's
·Law at Exeter
Law at Warwick (x4)
·Politics and International Relations at Nottingham
·Politics and International Relations at QMU
·International Disaster Management at Manchester
·Psychology at Nottingham
·Civil Engineering at Cardiff
·Criminology at Birmingham
·History of Art at York
·Politics at Leeds
·Psychology at Nottingham (x2)
·Law at Nottingham (x2)
·Economics at Nottingham
·Business Management at Exeter
·Computer Science at Leeds
·Mechanical Engineering at Loughborough
·American Studies at Manchester
·Social Policy at Bristol
·Business Management at Southampton

·History of Art with French at York
·International Relations at Leeds
·Industrial Economics at Nottingham
French and Italian at UCL
·Criminology at Manchester
·Psychology at Lancaster (x2)
·Economics and International Relations at QMU
·Chinese and Japanese Studies at Newcastle
·Economics and Mathematics at Leeds
·Physics at King's College, London
·Aeronautical Engineering at Loughborough
·International Relations at LSE
·Mechanical Engineering at Bristol
·Chinese and Law at SOAS
·Earth and Environmental Science at Lancaster
·Engineering Foundation at Liverpool
·Politics and International Relations at Warwick
·Mechanical Engineering at Surrey
·Politics and International Business at QMU
·History at Sheffield
·Criminology and International Relations at Manchester
·Biomedical Science at King's College
·Politics and Sociology at Bristol
·Geography at Leeds
·Classical Civilisation at Warwick
·Film and Modern Languages at Bristol
·Politics and Modern Language at Bristol
·Physics and Theoretical Physics at Manchester
·History at Warwick
·Mathematics with Modern Language at UCL



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