



# St Martin's — School —

Be the best you can be

Sixth Form

## 2026 Prospectus



# Contents

Welcome to our Sixth Form	3
Sixth Form Team	6
The School Day and Timetable	7
Learning at St. Martin's	8
Entry Requirements	10
A Level courses	11
Vocational Courses	42
Facilities	47
Alumni	48
Contact and Apply	49

# Welcome to our Sixth Form

Welcome to the Sixth Form at St. Martin's. We pride ourselves on being a friendly and supportive Sixth Form that is unashamedly ambitious. Our students receive a high-quality education across a varied and enriching Sixth Form programme that is designed to challenge and empower them to be ready to be the next generation of leaders.



**Graham Samuels**  
**Deputy Headteacher**  
**St Martin's Secondary School**

Deciding on where to study after your GCSEs is a big decision and one that students must really make with great consideration. In choosing St Martin's, it is important to know that you will have a well-rounded and holistic education that we are proud of, but to achieve this, all aspects of our programme are important and necessary. Our offer comprises of:

## 1) Wide academic offer:

35 courses on offer, including six new choices for 2026. Many of these are A Levels, including some that are not offered in many schools, such as Further Maths, German, Physical Education, Photography, Fashion & Textiles. Our results show the excellent achievements and progress made by our students.

## 2) Ensuring our learners are effective:

The jump from GCSEs to A Levels and other Level 3 courses is very high: there is a lot more content to master and new skills to learn and develop. It can be overwhelming to stay organised with both new content and trying to remember content you learnt a few months ago. We work hard to equip students with a wide range of study skills and methods that they can explore to stay on top of their learning. We use evidence and research-based methods that draw from cognitive science.

### 3) Wider character and skill development:

We use the registration period each morning to build a team spirit with the Friday quiz, which often focuses on current affairs, general knowledge and music, and to introduce wider concepts. Over the course of two years, as well as study skills, students will engage in a range of critical thinking activities, research, debate and other activities to develop oracy, enterprise and engage in a wide range of social issues. For most of the year, there is also a weekly assembly.

### 4) PSHE, Careers and Enrichment:

Our PSHE programme covers key social issues by examining their presence in current affairs. This enables students to engage with the issues faced nationally and internationally and understand the different perspectives and viewpoints, with opportunities for debate and discussion. Alongside this, we have a fortnightly careers and enrichment lesson where external speakers come to talk to students about the world of work or a specific theme. These talks aim to give students a wide range of wisdom and advice, which will help prepare them for their Work Experience in Year 12.

### 5) St Martin's Edge programme:

We want our students to stand out. Therefore, in Year 12, all students take an 'Edge' course on Wednesday afternoons. Students have a choice between a number of programmes, each of which is designed to give them the edge over students at other schools and have experiences they can draw on at interviews and in their CV.

### 6) Dedicated facilities and team:

The students quickly find themselves at home in our extensive facilities. They have a well-equipped library, a large social study space that doubles up as a common room with its own bistro and many classrooms dedicated to A Level teaching. Our dedicated Sixth Form team supports students to 'Be the Best they can be' with expert advice, academic and pastoral support and high standards.

#### 7) Leadership - A Sixth-form within a school:

Students have several opportunities to contribute to the running of their Sixth Form and take on leadership roles, either in the Senior Student Leadership Team or as a Subject Ambassador, but they are also highly important role models to the younger students and have the opportunity to help in lessons across Key Stages 3 and 4 through the Tomorrow's Teachers strand of our Edge programme or as a mentor to younger students.

#### 8) Friendly community:

Our students are happy and proud to be part of our Sixth Form and look after one another. There is a strong community feel and this is most evident in how we celebrate: we do this by awareness events throughout the year, such as Black History Month or Autism Awareness Month, but also with across the calendar with events such as our Year 13 Christmas dinner, a Year 13 Prom and several opportunities to go on school trips, including our Sixth Form trip to New York. Departments also provide a range of extra-curricular opportunities, as well as the chance to represent our sports teams.

#### 9) Life after St. Martin's:

The sum of these opportunities makes the SAINTS learner a formidable force as they leave us and tackle the world. Many go to university, but our careers programme ensures that students are well informed about all options and supported in their next steps. We like to keep track of their successes through our Alumni network, many of whom come back to speak to our current students.

Our motto of 'Be the Best You Can Be' goes far beyond academic achievement – our students apply this to all they do and because of this, thrive in all areas.

I hope that this prospectus gives you a flavour of life in our Sixth Form, but please do visit us and see for yourself!

Graham Samuels  
Deputy Headteacher

# Sixth Form Team



**Mr Samuels- Deputy Headteacher: Oversight of Sixth Form**  
**Miss Jackson- Director of Sixth Form: Pastoral Care & Wellbeing**  
**Mrs Page- Director of Sixth Form: Student Achievement**  
**Mrs Frappell- Careers and Aspiration Lead**  
**Miss Griffiths-Apple- Deputy Head of Sixth Form**  
**Form Tutors- first point of contact**

# School Day and Timetable

Across 50 lessons a fortnight, students have an allocation of lessons as follows:

Subject 1 (9)					
Subject 2 (9)					
Subject 3 (9)					
Supervised Study (9)					
		Edge (2)	Careers / Enrichment (1)	PSHE (1)	

## Typical day

Arrival at School	8.25
Registration / Assembly	8.30
Period 1	8.50
Period 2	9.55
Break	10.55
Period 3	11.20
Period 4	12.25
Lunch	1.25
Period 5	2.05
End of School	3.05

- St. Martin's operates a two-week timetable.
- Students may earn the right to depart at lunch if they have no period 5 lesson.
- All students have Edge programme every Wednesday period 5.

# SAINTS Learner



Our SAINTS learner profile makes St Martin's Sixth Formers unique. Inspired by our House Figures, Mary Seacole, Aristotle, Ivor Novello, Alfred Nobel and J.M.W Turner, the SAINT Learner is:

Successful, Ambitious, Independent, Nurturing and Tolerant.

## The SAINTs' Learner

We are guided by traditional values that help us grow into kind, safe, and responsible individuals.

**S**

**Successful**

We set goals, work hard, and celebrate achievement.



**A**

**Ambitious**

We aspire to be our best and strive for excellence.



**I**

**Independent**

We take ownership of our learning and choices



**N**

**Nurturing**

We support and care for others in our community.



**T**

**Tolerant**

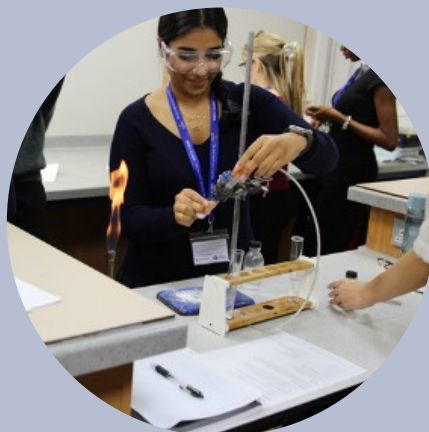
We respect differences and include others.





# How do we add value to our learners?

- Excellent curriculum – wide range of subjects and courses
- Brilliant teachers with expert knowledge
- Training – how do you study A Levels and develop an A Level mindset?



- Enrichment opportunities
- Excellent support – academic, welfare and career
- High standards

# Courses overview and Entry Requirements

Subject	Entry requirements where this subject has been studied at GCSE	Entry requirements where this subject has not been studied at GCSE	English, Maths or further Requirement
Accounting	Business 6 or Economics 6 or BTEC Business Distinction	Any Humanity 6	Maths 6, English 6
Art	Art 6	A portfolio of work of a similar standard	
Biology	Biology 6	Combined Science 6/6	Maths 6
Business	Business 6 or Economics 6 or BTEC Business Distinction	Any Humanity 6	Maths 6, English 6
Chemistry	Chemistry 6	Combined Science 6/6	Maths 6
Computer Science	Computing 6		
Drama	Drama 6		English 6
Economics	Economics 6	Business 6 or Any Humanity 6, or English 6	Maths 6
English Literature	English Literature 6 and English Language 6		
English Language	English Language 6		
English Lit/Lang	English Literature 6 and English Language 6		
Fashion and Textiles	DT 6, Art 6 or Textiles 6	Combined Science 6/6	Maths 6
Film Studies	Media 6 or English 6		
Food	Food 6	Combined Science 6/6	
French	French 6		
Further Maths	Maths 8		
Geography	Geography 6	English 6 and a science 6 (or 6/6)	
German	German 6		
History	History 6		English 6
Maths	Maths 7		
Media Studies	Media 6	English 6	English 6
Music Performance	Music 6	Grade 5 in an instrument	
Philosophy	A humanity or Sociology 6		English Language 6, Maths or Science 5
Photography	Photography 6 or Art 6	A portfolio of work of a similar standard	
Physical Education	PE 6	Biology 6 or Combined Science 6/6	English Language 6
Physics	Physics 6	Combined Science 6/6	Maths 6
Politics	Sociology 6	Equivalent humanity 6	English 6
Product Design	DT 6	Combined Science 6/6	Maths 6
Psychology	Psychology 6	Biology 6 or Combined Science 6/5	English 6, Maths 5
Sociology	Sociology 6	Equivalent humanity 6	English 6
BTEC Business	Business 5 or Economics 6 or BTEC Business Distinction	Any Humanity 5	Maths 5, English 5
BTEC Health and Social Care	Health and Social Care Level 2 BTEC Merit.	Combined Science 5/5	
BTEC Sport	PE 5	Biology 5 or Combined Science 5/5	English Language 5
AAQ Data Analytics	5 GCSEs at grade 4 or above	Computing or IT grade 5 desirable, or Science 5-5	
BTEC Applied Science	Combined Science 6/6 or two sciences at grade 6		Maths 6

# A-Level Accounting

## AQA A-Level Accounting (7127)

Contact: Miss S. McDonagh

### Course Outline:

#### Two-year AQA A-Level Accounting (7127) course:

- **Financial Accounting:** Prepare and interpret statements, verify records, spot errors
- **Management & Cost Accounting:** Budgets, costing, decision-making, variance analysis
- **Assessment:** 100% exam-based with two papers at the end of Year 13

#### Skills You'll Gain:

- Record and verify transactions using double-entry bookkeeping
- Prepare financial statements for sole traders, partnerships, and limited companies
- Analyse and evaluate business performance using ratios and trends
- Create and interpret budgets and variance reports
- Apply costing techniques: absorption, activity-based, and marginal costing
- Make informed management decisions using financial data
- Evaluate investment projects using NPV, IRR, and payback methods
- Prepare cash flow statements and handle incomplete records
- Communicate complex financial information clearly and ethically

### Course Entry Requirements:

- GCSE Grade 6 in Business
- GCSE Grade 6 in Maths
- GCSE Grade 5 in English
- Interest in business, numbers, and analytical thinking

### Why Study A-Level Accounting?

This course will help you understand how businesses operate financially, allowing you to make sense of complex data and see the story behind the numbers. You'll develop logical problem-solving skills, improve your attention to detail, and learn to make informed decisions based on financial evidence. Whether you aspire to work in finance, start your own business, or simply gain essential life skills, accounting equips you with tools to analyse performance, plan budgets, and assess the financial health of any organisation.

### Careers & Opportunities

Opens doors to: finance, banking, accountancy, business management, consultancy, entrepreneurship, and economics. Plus, gain life-long financial skills.

### Find Out More

For further details about the course, please contact:

**Miss S. McDonagh**

Visit: [www.aqa.org.uk/accounting](http://www.aqa.org.uk/accounting)

# A-Level Fine Art

**AQA: Fine Art A Level Course code: 7202 C/X**

**Contact: Mrs H Lee/Mrs A Ashby**

## Course Outline:

The course has a strong emphasis on drawing skills and the ability to use a range of fine art materials, along with interpreting and conveying ideas through visual means. Students will develop a range of creative, observational, research and analytic skills, along with exploring how to experiment, refine and develop their work as their ideas progress.

The course follows a structured programme of visual study that encourages depth and breadth in the development of visual language skills. Students will be expected to build on and develop their recording skills and demonstrate the skilful use of the formal elements: line, tone, colour, form, pattern, texture and structure; using a wide range of media and methods. Within the course students will be required to analyse their own work and the work of other artists.

During the first term, students follow a teacher led workshop project that develops skills in a range of techniques within drawing, painting, printmaking, photography and mixed media linked to set themes.

From term two onwards, the course incorporates two units of work:

- a) Personal Investigation b) Exam Unit

The Personal Investigation will provide opportunities for students to pursue their own visual ideas in an area of art that is of interest to them, building on their knowledge, skills and understanding gained from the workshop project. Alongside the practical work for the personal investigation, students will write a 1000-3000 word contextual analysis, which will serve as a reflection between their artist research and their own development of practical work.

## Assessment Framework:

Assessment will be two units in total, one coursework unit (the Personal Investigation) and one exam unit (called the Externally-Set Assignment, or ESA). Coursework contributes to 60% of the mark, while the ESA is 40%.

Both units are assessed using the Assessment Objectives outlined by AQA. These are:

AO1) Develop your ideas through investigations, demonstrating critical understanding of sources.

AO2) Refine your work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

AO3) Record your ideas, observations and insights relevant to your intentions.

AO4) Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

## Course Entry Requirements:

GCSE Art grade 6.

If not studied GCSE Art previously at GCSE – students must show an Art portfolio equivalent to grade 6 GCSE standard.

## Why Study A-Level Art?

Fine Art leads directly into university courses and careers within Art related fields, such as: Fine Art, Illustration, Architecture, Animation, Interior Design, Photography, Fashion Design and Marketing, Film/Media Studies, Graphic Design, Multimedia, and careers within the creative industry, which is the largest growing career sector. Outside these direct career routes, A Level Art is widely credited with nurturing the development of many transferable skills, including project management, problem solving, visual analysis and research skills, which are valued in a whole range of career sectors.

# A-Level Biology

OCR: Course Code H420

Contact: Mrs S Baxter

## Course Outline:

A-level Biology provides a flexible approach to teaching. The specification is divided into topics, each covering different key concepts of biology. Teaching of practical skills is integrated with the theoretical topics and they are assessed through the written papers.

The course content is split into six modules:

Module 1 – development of practical skills in Biology. Throughout both years 12 and 13 pupils will complete a total of 12 compulsory practicals, which will allow you to apply your knowledge from a range of module areas.

Module 2 – Foundations in Biology which introduces key concepts such as cell structure, biological molecules, nucleotides and nucleic acids, enzymes, biological membranes and cell division.

Module 3 – This unit builds on the core knowledge of module 2 to introduce exchange and transport of substances in animals and plants.

Module 4 – starts by looking at diseases, specifically the immune system and then moves on to look at biodiversity, classification of species and evolution.

Module 5 – this unit is typically undertaken in year 13 and looks at communication, homeostasis and energy. We will look in detail at the processes of photosynthesis and respiration as well as neuronal communication.

Module 6 – In the final unit we introduce the idea of cellular control, genetics including cloning and biotechnology, then moving onto ecosystems, populations and sustainability.

## Assessment Framework:

This A-level is assessed at the end of year 13. There will be 3 examination papers assessing the work covered in both years 12 and 13. The compulsory practical element of the course will be judged separately and will not contribute to the final exam grade.

## Course Entry Requirements:

Biology 6 plus grade 6 in Maths.

Or :  
Double Award Science 6,6 plus grade 6 in Maths.

## Why Study A-level Biology?

Students who take A-level Biology can go on to study veterinary science, medicine, optometry psychology, nursing, dentistry, pharmacy, physiotherapy, sports science, microbiology, forensic science, biophysics, genetics, neuroscience, botany, zoology, ecology and environmental science and of course, biology.



# A-Level Business Studies

AQA Course Code: 7132

Contact: Miss S McDonagh

## Course Outline:

This course sets out to examine the aims, objectives and practices of businesses, from their economic environmental and social aspects. It considers problems from the point of view of the nation, the local community, the owners, management and employees of business and industry.

Year 12 is taught with emphasis on **'Starting a Small Business'**. This involves an overview of activities that need to be considered when setting up a small business. It forms an introduction to the other elements in the course. The later part of the term concentrates on the basic **'Financial Planning'** elements and the relationship between finance and other areas of the business.

The year also includes a detailed look into four distinct areas: **Finance, People, Operations Management and Marketing and Competition**. Each area is dealt with individually with emphasis on case study materials.

The second year begins by considering similar topics as those studied earlier, but in much greater depth and with a focus on analysis and evaluation of strategies used by businesses as they grow and strive to maintain their success.

The course also extends specialist knowledge in three areas: **Mission, Aims and Objectives; External Influences and Managing Change**. These are studied in conjunction with case study materials that form the basis of assessment.

## Aims and objectives:

To encourage students to:

- ☐ develop an enthusiasm for studying business
- ☐ gain a holistic understanding of business in a range of contexts
- ☐ develop a critical understanding of organisations and their ability to meet society's needs and wants
- ☐ understand that business behaviour can be studied from a range of perspectives
- ☐ generate enterprising and creative approaches to business opportunities, problems and issues
- ☐ be aware of the ethical dilemmas and responsibilities faced by firms and individuals
- ☐ acquire a range of relevant business and generic skills, including decision making, problem solving, and challenging of assumptions
- ☐ apply numerical skills in a range of business contexts

## Course Entry Requirements:

Business Studies 6, Economics 6 or BTEC Business at Distinction level.

OR if not studied before: Humanity full course subject 6 or English Lit/Lang 6.

AND  
Maths 5.

## Why Study A-Level Business Studies?

Business Studies offers a wide range of opportunities.

The subject allows students to follow many careers in Business or in other industries and supports further study in Business, and other social sciences, at University.

# A-Level Chemistry

OCR: Course Code H432

Contact: Mr E Hopper

## Course Outline:

The A level specification in Chemistry encourages students to:

- develop essential knowledge and understanding of different areas of chemistry and how they relate to each other
- develop and demonstrate a deep appreciation of the skills, knowledge and understanding of chemical methods
- develop competence and confidence in a variety of practical, mathematical and problem-solving skills.

**The initial part** of the course will focus on key concepts fundamental to chemistry. The use of mole calculations, atomic structure, bonding and the periodic table are taught in some detail.

The course will then give equal treatment to inorganic, physical and organic chemistry.

**Inorganic chemistry.** Covers in some detail the trends and patterns of the periodic table including the transition metals.

**Organic chemistry.** After an initial introduction to key concepts, covers key reactions and associated mechanisms fundamental to the synthesis of aliphatic and aromatic molecules. The understanding and application of spectroscopic techniques is taught.

**The physical chemistry** content aims to develop the students' knowledge of energy changes, kinetics, equilibria and redox reactions.

Throughout the course industrial applications and their sustainability are also discussed.

Practical skills will be developed and assessed throughout the two-year course.

## Assessment Framework:

Total of 6 hours of examinations (2 x 2 hours 15 minutes and 1 x 1 hour 30 minutes) taken at the end of the course. There will be a wide range of question types including multiple choice, short answer and extended response questions.

The assessment of practical skills is achieved through completion of a range of experiments. This leads to a Practical Endorsement which will appear on the student's certificate as a separately reported result, alongside the overall grade for the qualification. The Practical Endorsement does not count towards the final grade.

## Course Entry Requirements:

Chemistry 6 plus grade 6 in Maths.

Or :

Double Award Science 6,6 plus grade 6 in Maths.

## Why Study A-Level Chemistry?

Chemistry is recommended for the study of medicine, veterinary science, and other medical courses as well as for any science or engineering at university. Chemistry is excellent training for developing logical thought and abstract thinking. These skills are highly valued by employers.

# A-Level Computer Science

AQA: Course Code: 7516/7517

Contact: Mr J Spencer

## Course Outline:

The candidate should be able to demonstrate knowledge and understanding of the principles and concepts of computer science, including abstraction, logic, algorithms and data representation

Apply knowledge and understanding of the principles and concepts of computer science, including analysing problems in computational terms

Design, program and evaluate computer systems that solve problems, making reasoned judgements about these and presenting conclusions

The majority of marks in the AQA A level (56% of them) are allocated directly to the program code that the student writes the AQA NEA places a much greater emphasis on assessing students' technical skills rather than their ability to write documentation.

## Topics covered

1. Fundamentals of programming
2. Fundamentals of data structures
3. Fundamentals of algorithms
4. Theory of computation
5. Fundamentals of data representation
6. Fundamentals of computer systems
7. Fundamentals of computer organisation and architecture
8. Consequences of uses of computing
9. Fundamentals of communication and networking
10. Fundamentals of databases
11. Big Data
12. Fundamentals of functional programming
13. Systematic approach to problem solving
14. on-exam assessment - the computing practical project

## Assessment Framework:

### Paper One 40%

What's assessed: this paper tests a student's ability to program, as well as their theoretical knowledge of Computer Science from subject content 1-3 above and the skills required from section 13 above.

**Assessment** - On-screen exam: 2 hours 30 minutes

Questions: Students answer a series of short questions and write/adapt/extend programs in an Electronic Answer Document provided by us.

We will issue Preliminary Material, a Skeleton Program (available in each of the Programming Languages) and, where appropriate, test data, for use in the exam.

### Paper Two 40%

What's assessed: this paper tests a student's ability to answer questions from subject content 5-12 above.

**Assessment** Written exam: 2 hours 30 minutes

Questions: Compulsory short-answer and extended-answer questions.

### Project 20%

What's assessed: the non-exam assessment assesses student's ability to use the knowledge and skills gained through the course to solve or investigate a practical problem. Students will be expected to follow a systematic approach to problem solving, as shown in section 13 above.

## Entry Requirements

Computing 6

## Why study A-level Computing

The skills you will learn in logic and problem solving will be useful for life as well as in higher education and your future careers.



# A-Level Design and Technology: Fashion and Textiles

Contact: Mrs L Fowkes

## Course Outline:

The AQA A-Level in Design and Technology: Fashion and Textiles course is a creative and thought-provoking qualification which gives students the practical skills, theoretical knowledge and confidence to succeed in a number of careers especially those in the creative industries.

Students will investigate historical, social, cultural, environmental and economic influences on design and technology, whilst enjoying opportunities to put their learning in to practice by producing a prototype of their choice.

Students will gain a real understanding of what it means to be a designer, alongside the knowledge and skills sought by higher education and employers.

A key requirement of the course is the use of mathematical skills and these will be tested in the exams. An understanding of scientific theory is also expected.

The link below is to the AQA specification for this course:

<http://www.aqa.org.uk/subjects/design-and-technology/as-and-a-level/design-and-technology-fashion-and-textiles-7562>

## Assessment Framework:

Pupils sit 2 written exams at the end of Year 13. Each exam consists of short answer and extended responses.

### Paper 1 (30%) Technical Principles

Equivalent to 30% of the course assessment and 2.5 hours long. The paper includes Maths related questions in a Fashion and Textiles Context.

### Paper 2 (20%) Designing and Making Principles

Equivalent to 20% of the course assessment and 1.5 hours long.

### Non-Examination Assessment NEA (50%)

The remaining 50% of the course is assessed in the form of a Non-Examined Assessment (NEA), which is a substantial design and make project. A written design portfolio supported by photographic evidence of a final prototype is required based upon a design brief developed by the student.

## Course Entry Requirements:

GCSE Design and Technology (Textiles) grade 6

## Why Study A-Level Textiles?

An understanding of textiles can lead to a variety of careers such as; fashion design, retail, buying, visual merchandising, publishing and manufacturing. This course can provide access to a range of university and college courses.

# A-Level Design and Technology:

## Product Design

### Contact: Mrs B Lewis

#### Course Outline:

The AQA A-level Product Design course is a creative and thought-provoking qualification that gives students the practical skills, theoretical knowledge and confidence to succeed in a number of careers especially those in the creative industries.

Students will investigate historical, social, cultural, environmental and economic influences on design and technology, whilst enjoying opportunities to put their learning in to practice by producing a prototype of their choice using the iterative design process.

Students will gain a real understanding of what it means to be a designer, alongside the knowledge and skills sought by higher education and employers.

A key requirement of the course is the use of mathematical skills and these will be tested in the exams. An understanding of scientific theory is also expected.

The link below is to the AQA Specification for this course:

<http://www.aqa.org.uk/subjects/design-and-technology/as-and-a-level/design-and-technologyproduct-design-7552>

#### Assessment Framework:

Pupils sit 2 written exams at the end of Year 13. Each exam consists of short answer and extended responses.

##### **Paper 1 – Technical Principles**

Equivalent to 30% of the course assessment and 2.5 hours long.

##### **Paper 2 - Design & Making Principles**

Equivalent to 20% of the course assessment and 1.5 hours long.

##### **Non-Examination Assessment (NEA)**

The remaining 50% of the course is assessed in the form of a Non-Examined Assessment (NEA), which is a substantial design and make project. A written design portfolio supported by photographic evidence of a final prototype is required based upon a context and design brief developed by the student.

#### Course Entry Requirements:

Design and Technology GCSE 6

#### Why Study A-level Product Design?

An understanding of product design can lead to a large variety of career opportunities in; publishing, ICT, advertising, architecture, public works, building, animation, production/manufacturing, mechanical maintenance (e.g. cars/bikes etc.). Alternatively, this course can provide access to a wide range of other university and college courses.

# A-Level Drama & Theatre

Edexcel: Course Code: 9DRO

Contact: Mrs L Wilkinson

## Course Outline:

### Component 1: Devising

40% of the qualification

Students will use an extract from a performance text and practitioner as stimuli to devise an original performance piece.

Assessment will consist of a portfolio submission and the final devised performance.

*This component is internally assessed and externally moderated.*

### Component 2: Text in performance

20% of the qualification

A group performance of one key extract from a performance text and

A monologue or duologue performance from one key extract from a different performance text

*Externally assessed by a visiting examiner*

### Component 3: Theatre makers in practice

40% of the qualification

Section A: Live theatre evaluation

Section B: Page to Stage: Realising a Performance Text

Practical exploration and study of a complete performance text focusing on how this can be realised for performance

Section C: Interpreting a Performance Text

Practical exploration and interpretation of another complete performance text in light of a chosen practitioner focusing on how this text could be reimagined for a contemporary audience

*Externally assessed written examination*

## Assessment Framework:

### AO1

Create and develop ideas to communicate meaning as part of the theatre-making process, making connections between dramatic theory and practice

20%

### AO2

Apply theatrical skills to realise artistic intentions in live performance

30%

### AO3

Demonstrate knowledge and understanding of how drama and theatre is developed and performed

30%

### AO4

Analyse and evaluate their own work and the work of others

20%

## Course Entry Requirements:

GCSE Drama 6,  
BTEC Performing Arts Merit

or if not studied before English Lang 6

## Why Study A-Level Drama & Theatre Studies?

In addition to university courses and careers directly related to media, performance and the theatre, drama students also develop confidence and acquire skills in communication, group work, evaluation and performance. These are valued in many careers, especially those dealing with people; human resources, law, hospitality, travel and marketing for example.

# A-Level Economics

Edexcel: Course code: 9EC0

Contact: Mr L Herbert

## Course Outline:

This course develops economic concepts and theories through a critical evaluation of current issues, problems and institutions, as applied to a range of contexts. The course will focus on the principles of both Micro- and Macro-economics.

Microeconomics looks at some of the basic theories and models in the 'economist's toolbox': - demand and supply, price mechanisms and market failure. Real life scenarios are explored and debated in relation to 'market failure'. Further aspects of the micro-economic environment include industry structure, labour markets and the factors that influence wages, poverty and the distribution of wealth and income.

The focus on the macro-economy looks at the concept of aggregate demand, supply curves and analyses changes to these. Policy changes are considered in real and theoretical terms. Other issues such as cyclical booms and slumps in the economy are studied and evaluated using theoretical models. The greater economic environment, the EU and the international economy will be assessed in light of recent developments in the economy.

Further development comes from discussion and evaluation of economic trends and the issue of the newly emerging economies of China and India is considered and evaluated, as is Britain's relationship with the Euro-zone.

## Aims and objectives:

Encourage students to

- ☐ develop an interest in and enthusiasm for the subject
- ☐ appreciate the contribution of economics to the understanding of the wider economic and social environment
- ☐ develop an understanding of a range of concepts and an ability to use those concepts in a variety of different contexts
- ☐ use an enquiring, critical and thoughtful approach to the study of economics and develop an ability to think as an economist
- ☐ understand that economic behaviour can be studied from a range of perspectives
- ☐ develop analytical and quantitative skills, together with qualities and attitudes which will equip them for the challenges, opportunities and responsibilities of adult and working life

## Course Entry Requirements:

Business Studies 6, Economics 6

OR if not studied before: Humanity full course subject 6 or English Lit/Lang 6

Also, Maths 6.

## Why Study A-Level Economics?

Economics takes a specialised look at the financial markets and the strategic behaviour of firms and governments. Degrees in Economics open up opportunities in finance, marketing and industrial consultancy as well as government and journalism.

# A-Level English Language

EDEXCEL Course Code: 9EN0

Contact: Mrs R Goulding

## Course Outline

The subject will introduce students to the concepts and methods of the disciplines of English language/linguistics in relation to a wide range of spoken and written forms of English, including electronic and multimodal forms.

## Knowledge and understanding

Students will be required to show broad knowledge and understanding of the language constituents, including:

- phonetics, phonology and prosodies;
- lexis and semantics: the vocabulary of English, including social and historical variation
- grammar including morphology: the structural patterns and shapes of English at sentence, clause, phrase and word level
- pragmatics
- discourse

In addition, students will need to show to deeper knowledge and understanding of historical, geographical, social and individual varieties of English.

## Skills

Students will be required to:

- apply language concepts and methods of analysis appropriately and systematically to data
- apply critical and creative skills in close reading, description, evaluation, analysis, interpretation and production of texts
- accurately use a range of terminology
- critically evaluate attitudes towards language and its users
- undertake independent investigations of language, selecting appropriate methods and techniques
- synthesise and reflect on language knowledge and understanding drawn from different areas of their studies of English language.

## Assessment Framework

The Assessment Objectives evaluate the ability to: communicate clearly and fluently employing appropriate terminology; understand concepts and issues related to language use; evaluate how context shapes features of language; explore connections between texts using linguistic methods; use expertise and creativity in producing texts.

## Assessment components

Component One (35% Examination): Language Variation – **Individual Variation (21<sup>st</sup>c) and Variation over Time (1150-2015)**

Component Two (20% Examination): Child Language– **Spoken and Written Child Language Acquisition**

Component Three (25% Examination): Investigating Language

Focus on subtopic - either: Global English; Gender; Journalism; Power; Regional Variation

**Component Four (20% Coursework): Crafting Language** – Original Writing of Journalism Interview

## Course Entry Requirements:

English Language 6

## Why Study A-Level English Language?

The course is highly appropriate for students wishing to take further qualifications in linguistics, foreign languages, literature, the media, arts or humanities and for those considering careers in, for example, the media, education, law, business, civil service, the arts or social services.



# A-Level English Language

EDEXCEL Course Code: 9ET0

Contact: Mrs R Goulding

## Subject content

The A-level specification in English Literature will build on the knowledge, understanding and skills established at GCSE, introducing students to the discipline of advanced literary studies, and will require reading of the major literary genres of poetry, prose and drama. **This is an "open text" course and students will have copies of the texts provided for them in the examination.**

All texts required for study will be provided by St Martin's School, although students may wish to purchase their own copies if they wish.

## Knowledge and understanding

Texts studied will include at least two examples of each of the genres of prose, poetry and drama across the course as a whole and cover a minimum of eight texts including:

- at least 3 texts published before 1900 (Othello, The Picture of Dorian Gray and The Wife of Bath's Prologue and Tale)
- at least one work first published or performed after 2000 (The Little Stranger, A Streetcar Named Desire, Decades Poetry Anthology)
- an "unseen text".

Students will be required to show knowledge and understanding of:

- ways in which writers shape meanings in texts
- ways in which individual texts are interpreted by different readers
- ways in which texts relate to one another and to the contexts in which they are written and read.

## Skills

Students will need to:

- read texts in a variety of ways and respond critically and creatively
- vary strategies for reading
- explore connections across texts to identify and consider how attitudes and values are expressed in texts
- draw on their understanding of different interpretations
- communicate fluently, accurately and effectively their knowledge, understanding and judgement of texts
- use literary critical concepts and terminology make appropriate use of the conventions of writing in literary studies, including accurate referencing and use of quotations.

## Assessment Framework

The Assessment Objectives evaluate the ability to: articulate responses to literary texts clearly and fluently employing appropriate terminology; analyse how meaning is shaped in literary texts; show understanding of the influence of context on literary texts; explore connections between, and different interpretations of literary texts.

**Please note: ALL EXAMINATIONS ARE "OPEN TEXT" – this means pupils will have access to the studied texts in the examination hall.**

## Assessment components

Component One (30% Examination): Drama

**One play by Shakespeare and one other dramatic text.**

Component Two (20% Examination): Prose

**Two novels on a chosen theme.**

Component Three (30% Examination): Poetry

**Unseen poetry and the work of one poet or poetry from a chosen literary period.**

**Component Four (20% Coursework 2500-3000 words)**

Extended comparative essay on two texts.

## Course Entry Requirements:

English Literature 6 or English Language 6

## Why Study A-Level English Literature?

The course is highly appropriate for students wishing to take further qualifications in linguistics, foreign languages, literature, the media, arts or humanities and for those considering careers in, for example, the media, education, law, business, local and national government, the arts or social services.

# AQA A Level English Language and Literature (7707)

## Contact: Mrs R Goulding

### Overview

This exciting A Level combines the analytical depth of English Literature with the real-world focus of English Language. You'll explore how writers use language to shape meaning, represent the world, and influence readers — while also developing your own creative and analytical writing skills.

### What You'll Study

#### Paper 1: Telling Stories

How do writers and speakers tell stories?

You'll study how narrative shapes meaning across a range including novels, poetry and non-fiction.



of texts,

Set Texts:

- **Frankenstein – Mary Shelley:** Explore the Gothic, science and creation, and the consequences of human ambition.
- **Carol Ann Duffy Poetry Anthology:** Analyse voice, persona, and perspective in Duffy's rich and varied poetry.
- You'll also study the **AQA Paris Anthology**, a collection of non-fiction and spoken texts about the city of Paris. This helps you develop linguistic analysis skills across multiple genres and perspectives.

You'll also study a range of non-literary texts to understand how language constructs different worlds, from journalism to personal narratives.

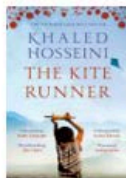
- **Assessment:** Written exam – 3 hours (40% of A Level)

#### Paper 2: Exploring Conflict

How do writers present conflict, voices, and identity?

- **Set Text:**

- **A Streetcar Named Desire – Tennessee Williams:** Examine identity, gender, and conflict in post-war America.
- **The Kite Runner – Khaled Hosseini:** A powerful story of friendship, betrayal, and redemption across cultures and generations.



- **Assessment includes:**

# AQA A Level English Language and Literature (7707) (cont.)



- Dramatic Encounters – Conflict in drama
- A creative writing task inspired by *The Kite Runner*
- Commentary on your own writing choices

- Assessment: Written exam – 2 hours 30 minutes (40% of A Level)

## Coursework (Non-Exam Assessment – NEA)

Independent Critical Study: Texts Across Time

You'll choose one literary text (prose, poetry, or drama) and one non-literary text (for example, memoir, travel writing, or a collection of articles) and explore how they connect through a theme of your choice — such as gender, identity, or power.

- Examples of coursework topics:
  - Representations of women in literature and media
  - The language of social class
  - Memory and identity across genres
- Assessment: Independent written investigation – 2,500–3,000 words (20% of A Level)

## Skills You'll Develop

- Close reading and textual analysis
- Understanding of literary and linguistic frameworks
- Creative and original writing
- Critical thinking and independent research
- Confident discussion and essay-writing skills

## Where Can This Course Take You?

AQA English Language and Literature develops analytical, creative, and communication skills valued by universities and employers alike. It's excellent preparation for degrees in:

- English Literature or Language
- Creative Writing
- Journalism and Media
- Law, Politics, or Education

## Why Choose This Course?

If you love both how language works and why stories matter, this course is for you. You'll read, analyse, and create texts — from the Gothic to the modern, from poetry to everyday speech.

Exam Board: AQA

Specification Code: 7707

Assessment: 80% exam | 20% coursework



# A-Level Film Studies

Eduqas

Contact: Miss S Underwood

## Course Outline:

A-Level Film Studies invites students to combine **analytical theory** and **creative production** to explore film as both art and cultural medium. Students will study a diverse range of films—mainstream, independent, documentary, experimental, short, and global cinema—and learn how meaning, context, representation, spectatorship, and form function in film.

Over two years, students will:

- Engage deeply with three **core study areas**: film form (cinematography, mise-en-scène, editing, sound, performance), meaning & response (how audiences engage, interpretation, representation), and film contexts (historical, social, institutional).
- Explore specialist critical approaches: narrative theory, ideology, auteur theory, critical debates (e.g. realist vs expressive), spectatorship, and the filmmaker's theories.
- Study **Component 1 – Varieties of Film & Filmmaking**, comparing films from Hollywood 1930–1990 (classical vs new Hollywood), American films since 2005, and British films since 1995, applying both core and specialist approaches.
- Study **Component 2 – Global Filmmaking Perspectives**, covering non-English language cinemas, documentary, silent and experimental film, film movements, and relevant critical debates and form/context.
- Complete **Component 3 – Production (non-examined assessment)**: students choose to produce either a short film (typically 4–5 minutes) or a screenplay plus a storyboard, accompanied by an evaluative analysis of around 1,700–2,000 words.
- Study a programme of **short films** (total running time at least ~80 minutes) to inform their production work.

## Assessment Framework:

This A-Level is assessed through three written examinations plus the non-examined production component, in a linear format (all assessments in the final year).

**Component 1:** a 2½-hour written exam, worth 35% of the qualification. Students respond to questions on the six feature films studied (Hollywood, American, British) using core and specialist approaches.

**Component 2:** a written exam (2½ hours), also 35% weighting. It covers global film traditions, documentary, silent & experimental film, film movements, and associated critical approaches.

**Component 3:** non-examined creative production + evaluation, assessed internally and moderated externally. This carries 30% of the A-Level mark.

Throughout the exams, students are expected to use subject-specific terminology, compare films, reference unseen materials, and embed critical theory in responses.

## Course Entry Requirements:

Media Studies 6

Or

English Language or Literature 6

## Why Study A-Level Film Studies?

Film is a powerful cultural medium; this subject helps students understand how meaning is constructed, how films reflect society, and how audiences respond. The course develops a mix of analytical, research, technical and creative skills—valuable in higher education and beyond (e.g. media, film, cultural studies, journalism). The production element gives students hands-on experience in storytelling, direction, editing, and reflection—bringing theory to life. Students engage with complex critical debates (auteurism, spectatorship, ideology) and diverse film traditions—expanding cultural awareness.

# Food Science and Nutrition – Level 3 AAQ (Extended Certificate)

Contact: Miss Searle

## Course Outline:

### Unit 1 Nutritional needs across life stages

This unit develops knowledge and understanding of food and nutrition across the life stages.

### Unit 2 Developing practical food production skills

Develop complex skills for preparing, cooking and presenting nutritious dishes that meet specific client needs.

### Unit 3 Principles of food hygiene and food safety in food production

Develop an understanding of hazards and risks in relation to the storage, preparation, cooking and serving of food items in different environments and the control measures needed to minimise these risks.

### Unit 4 Experimenting to solve food production problems

This unit allows learners to apply their understanding of the properties of food in order to plan and carry out experiments. The results of the experiments are used to propose solutions to food production problems.

The link below is to the Eduqas Specification for this course:

<https://www.edugas.co.uk/media/152hjh2s/level-3-alternative-academic-qualification-in-food-science-and-nutrition-extended-certificate-specification.pdf>

## Course Entry Requirements:

Students require a GCSE grade 6 in either:

- Food Preparation and Nutrition
- Combined Science (6/6/)

## Assessment Framework:

### Unit 1: Nutritional needs across the life stages

Written examination: 1.5 hours

**25% of qualification 80 marks**

### Unit 2: Food and nutrition in action

Non-examination assessment: 11.5 hours

**25% of qualification 100 marks**

### Unit 3: Principles of food hygiene and food safety in food production

Written examination: 1.5 hours

**25% of qualification 80 marks**

### Unit 4: Experimenting to solve food production problems

Non-examination assessment: 12 hours

**25% of qualification 100 marks**

## Why Study Food Science & Nutrition?

This qualification is designed for those who are interested in food science, nutrition, and health. It is ideal for learners with a strong interest in the science behind food production, dietary health, and the broader impact of nutrition on well-being.

This Academic Qualification bridges the gap between academic theory and practical application, developing real-world skills alongside a solid academic foundation.

The qualification will be of particular interest to learners who intend to progress to higher education and pursue careers in areas such as dietetics, food science, nutrition consultancy, public health, or food product development.

# A-Level French

## AQA: Course Code: 7652

### Contact: Ms G Smith

#### Course Outline:

Languages are an invaluable asset in today's multicultural world and the course aims to enable students to express themselves proficiently in conversation and in writing on a variety of topical issues, as well as developing research skills. It will develop their ability to extract information from a range of spoken and written texts, to recognise points of view and opinions and develop their awareness of other cultures, including their literary heritage.

This is a two year linear course during which time students will study topics under the following four themes: Aspects of French speaking society: (family, technology and the role of voluntary work), Aspects of French speaking society, Artistic culture in the French speaking world (music, cinema, heritage), Aspects of political life in the French speaking world (teenagers politics and immigration). There will be a focus on knowledge and understanding of the target language culture.

Whilst acquiring a much broader range of vocabulary, students will also consolidate their grammatical knowledge of the subject developing their communication skills.

The skills of Speaking, Listening, Reading and Writing remain at the core of Language Teaching and students will be engaged in a variety of activities, including presentations and group projects, as well as independent research and teacher led tasks.

The course will continually develop accuracy in language and students must be able to discuss one of the above themes orally, explaining their views. They will analyse aspects of the theme by developing arguments and form conclusions. The course will also develop students' ability to research a theme of their choice independently which they will then present orally demonstrating their knowledge and understanding of the cultural and social context of their research.

In addition, either two literary texts or a literary text and a film will be studied over the course of the two years.

#### Assessment Framework:

Paper 1 (50%): Listening, reading and writing

A written examination covering the skills of listening, reading and translation (both into French and into English).

Paper 2 (20%): Writing

An essay question in French about the two literary works studied

Paper 3 (30%): Speaking

Task 1: Discussion on a theme.

Task 2: Presentation and discussion on student's independent research project

Assessment is by an oral examination conducted by your teacher but assessed by the exam board. This will be based on discussion of a stimulus card chosen by the student plus a presentation and discussion of the student's chosen research project.

#### Course Entry Requirements:

French 6

#### Why Study A-Level French?

Many think that the only jobs available for language students are in translation, interpreting and teaching but with 75% of the world population not speaking English, UK companies now need foreign language speakers to compete in global markets. A wide range of careers opportunities are enhanced, whether based in the UK or abroad, in a variety of fields including: international business, politics, education and travel.

# A-Level Further Mathematics

Contact: Miss N O'Hare

## Course Outline:

**Further Mathematics must be studied in combination with A-Level Mathematics the details of which are available separately.**

We teach using the Edexcel specifications.

The link to the Further Mathematics specifications for the exam board is below

Edexcel:

<http://qualifications.pearson.com/content/dam/pdf/A%20Level/Mathematics/2017/specification-and-sample-assesment/a-level-f3-further-mathematics-specification.pdf>

The course requires the pupils to have a firm knowledge of Higher GCSE material as this forms the foundations and basics of the A level course.

Summer homework is set and the pupils are tested very near to the start of year 12 so that weaknesses can be addressed.

The **compulsory Core course** includes:

Proof, Complex numbers, Matrices, Further algebra and functions, Further calculus, Further vectors, Polar coordinates, Hyperbolic functions, Differential equations.

The **Further Pure 1 course** includes:

Further trigonometry, Further calculus, Further differential equations, Coordinate systems, Further vectors, Further numerical methods, Inequalities

The **Decision 1 course** includes:

Algorithms and graph theory, Algorithms on graphs, Critical path analysis, Linear programming.

## Assessment Framework:

In the current specifications, pupils will sit 4 exams at the end of year 13. These exams are **in addition** to the ones they must complete for the Mathematics course. Each exam will be 1.5 hours long and will be worth a quarter of the course.

*Therefore, Further Mathematicians will sit 7 examinations at the end of the 2-year course and will gain 2 A levels.*

The content that will be assessed in each exam is from the Core Pure and Decision branches of mathematics. The papers contain a mix of question styles from short, single-mark questions to multi step-problems.

2 Core Pure courses are compulsory. We then can choose 2 courses. We have chosen to study Decision 1 and

## Course Entry Requirements:

Mathematics grade 8

## Why Study A-Level Further Mathematics?

Further Mathematics combines well with Chemistry and Physics and also with an Economics/Humanities programme. Career opportunities as similar to those for Mathematics but potential under-graduate Maths students should seriously consider the Maths/Further Maths combination if they intend applying to a more selective university.



# A-Level Geography

EDEXCEL Course Code: 9GE0

Contact: Miss R Smith

## Highlights in A level geography:

A Level Geography is engaging and relevant to the world around us – a qualification that enables students to engage critically with real world issues and places, apply their own geographical knowledge and to help prepare them to succeed in their chosen pathway.

### Year 1

During the first year of the course students will learn about tectonic processes and hazards as well as coastal landscapes and change. Students will gain an understanding of these dynamic landscapes and concepts and explore how humans interact with them.

Students shall also learn about globalisation as well as a topic exploring the regeneration of diverse places. Students will gain an understanding of these dynamic places are interlinked and how they interact with one another.

### Year 2

In year 2 students will focus on the water cycle and Water Insecurity, the carbon cycle and energy security. Students will investigate the importance of the water and carbon cycles at maintaining the planets health and the threats posed to these cycles.

Students shall also learn about Superpowers as well as Health, Human Rights and Intervention. Students will assess the current geopolitical world and changing attitudes to national identity through an increasingly interlinked world.

Students shall also have to complete a fieldwork investigation and write up a 3,000-4,000-word report on their findings.

## Assessment Framework:

There are 3 linear exams which students will sit at the end of year 13.

**Paper 1 30% (2 hour 15 minutes):** Tectonic Processes and Hazards, Coastal landscapes and change, the water cycle and insecurity and the carbon cycle and energy security.

**Paper 2 30% (2 hour 15 minutes):** Globalisation, Shaping places, Regenerating places, Superpowers, Global development and connections, migration, identity and sovereignty.

**Paper 3 20% (2 hour 15 minutes):** Synoptic paper based on themes from paper 1 and paper 2. Resource booklet provided.

**Independent Investigation 20%:** Fieldwork undertaken by student. 3000-4000 word written report produced.

## Field trips:

A residential field trip is also mandatory in order to complete the independent investigation. The students will take part in a series of days, where they will collect data.

This is an essential but enjoyable part of the course and many students reflect on it for years to come!



## Student comments:

- I have really enjoyed learning about all the different topics. They seem so relevant in today's world.
- The field trip was excellent and I gained a lot of useful skills and knowledge.

# A-Level German

AQA: Course Code: 7662

Contact: Miss L Mercer

## Course Outline:

Languages are an invaluable asset in today's multicultural world and the course aims to enable students to express themselves proficiently in conversation and in writing on a variety of topical issues, as well as developing research skills. It will develop their ability to extract information from a range of spoken and written texts, to recognise points of view and opinions and develop their awareness of other cultures, including their literary heritage.

This is a two-year linear course during which time students will study topics under the following four themes: Aspects of German speaking society (family, digital world and youth culture – music, fashion and TV), Artistic culture in the German speaking world (festivals and traditions, art and architecture, film and literature), Multiculturalism in German speaking society and Aspects of political life in the German speaking world. There will be a focus on knowledge and understanding of the target language culture.

Whilst acquiring a much broader range of vocabulary, students will also consolidate their grammatical knowledge of the subject developing their communication skills.

The skills of speaking, listening, reading and writing remain at the core of Language teaching and students will be engaged in a variety of activities, including presentations and group projects, as well as independent research and teacher led tasks.

The course will continually develop accuracy in language and students must be able to discuss one of the above themes orally, explaining their views. They will analyse aspects of the theme by developing arguments and form conclusions. The course will also develop students' ability to research a theme of their choice independently which they will then present orally demonstrating their knowledge and understanding of the cultural and social context of their research.

In addition, either two literary texts or a literary text and a film will be studied over the course of the two years.

## Assessment Framework:

Paper 1 (50%): Listening, reading and writing

A written examination covering the skills of listening, reading and translation (both into German and into English).

Paper 2 (20%): Written response to works

An essay question in German about the two literary works studied

Paper 3 (30%): Speaking

Task 1: Discussion on a theme.

Task 2: Presentation and discussion on student's independent research project

Assessment is by an oral examination conducted by your teacher but assessed by the exam board. This will be based on discussion of a stimulus card chosen by the student plus a presentation and discussion of the student's chosen research project.

## Course Entry Requirements:

German 6

## Why Study A-Level German?

Many think that the only jobs available for language students are in translation, interpreting and teaching but with 75% of the world population not speaking English, UK companies now need foreign language speakers to compete in global markets. A wide range of careers opportunities are enhanced, whether based in the UK or abroad, in a variety of fields including: international business, politics, education and travel.

# A-Level History

AQA Course Code: 7042

Contact: Mrs Ragbir

## Course Outline:

### Unit 1: The Tudors 1485-1603

This option allows students to study in breadth issues of change, continuity, cause and consequence in this period.

- Consolidation of the Tudor Dynasty: England 1485-1547
- Henry VII 1485-1509
- Henry VIII 1509-1547
- England: turmoil and triumph 1547-1603
- Instability and consolidation: 'the mid Tudor crisis' 1547-1563
- The Triumph of Elizabeth 1563-1603

### Unit 2: The Cold War c.1945-1990

This option provides the opportunity to study a period of major change in depth, focusing on key ideas, events and developments

- The Allies, 1945-1948
- Changing ideology, 1948-1990
- Proxy Wars 1950-1976
- The Global Cold War 1949-1990
- The edge of the Abyss, 1963-1985
- Glasnost and Perestroika, 1986-1990

### Unit 3: Personal Study

Pupils will write 3000-3500 words on an independent topic area.

## Assessment Framework:

**Pupils will sit two exams at the end of Year 13:**

### **Unit 1:**

- 2 hours 30 minutes written exam
- three questions (one compulsory)
- 80 marks
- 40% of A-level

### **Unit 2:**

- 2 hours 30 minutes written exam
- three questions (one compulsory)
- 80 marks
- 40% of A-level

### **Unit 3:**

- 3000-3500 words
- 40 marks
- 20% of A-level

## Course Entry Requirements:

History grade 6

If not studied before: English, Sociology or equivalent full course Humanity 6

## Why Study A-Level History?

The study of History develops transferable skills such as: the ability to create and defend strong arguments, to read critically and to communicate effectively. The subject valued highly by both employers and universities and supports career choices in, for example, research, law, politics, diplomacy, administration and journalism as well as general business or management.

# A-Level Mathematics

Contact: Miss N O'Hare

## Course Outline:

This course develops the understanding of mathematics and mathematical processes in a way that promotes confidence and fosters enjoyment whilst developing an ability to reason logically, to generalise and to construct mathematical proofs.

We teach using the Edexcel specifications.

The link to the specifications for the exam board is below:

Edexcel:

<http://qualifications.pearson.com/content/dam/pdf/A%20Level/Mathematics/2017/Teaching%20and%20learning%20materials/Assessment-at-a-glance.pdf>

The course requires the pupils to have a firm knowledge of Higher GCSE material as this forms the foundations and basics of the A level course.

Summer homework is set and the pupils are tested very near to the start of year 12 so that weaknesses can be addressed.

The Core elements of the course for 2/3 of the final assessments. The Core elements are:

### Content overview

- Topic 1 – Proof
- Topic 2 – Algebra and functions
- Topic 3 – Coordinate geometry in the  $(x, y)$  plane
- Topic 4 – Sequences and series
- Topic 5 – Trigonometry
- Topic 6 – Exponentials and logarithms
- Topic 7 – Differentiation
- Topic 8 – Integration
- Topic 9 – Numerical methods
- Topic 10 – Vectors

## Assessment Framework:

**In the current specifications, pupils will sit 3 exams at the end of year 13. Each exam will be 2 hours long and will be worth a third of the course.**

2 examinations will be Core  
1 examination will be Applied

The content that will be assessed in each exam is from the Core, Statistics and Mechanics branches of Mathematics. The papers contain a mix of question styles from short, single-mark questions to multi step-problems.

Over the course of both years 12 and 13 we assess pupils regularly with both end of unit tests and practice papers. This allows us and the pupils to be fully aware of their current achievement and progress.

## Course Entry Requirements:

Mathematics 7.

## Why Study A-Level Mathematics?

Mathematics is highly regarded and relevant to many career paths including science, engineering, economics, computing, teaching and architecture. Graduate Mathematicians are in high demand and those students thinking of taking this route should seriously consider the Maths/Further Maths combination especially if they intend applying to a more selective university.



# A-Level Media Studies

**AQA: Advanced Media Studies 7572**

**Contact: Miss S Underwood**

## Course Outline:

A-level Media Studies engages students with the in-depth study of media products, such as; television, film, radio, newspapers, magazines, advertisement and marketing, video games, music videos and online, social and participatory media.

This course will require students to study these media products in relation to the four areas of the theoretical framework:

- media language
- media representation
- media industries
- media audiences.

Over the course of two years, students will prepare to sit two examinations- Media One (2 hours written) and Media Two (2 hours written).

As preparation, students will be provided with a range of unseen media texts, from a variety of different forms, in which they will be expected to apply all four areas of the theoretical framework. As well as unseen texts, students will also be given a list of close-study texts to analyse and deconstruct, provided and reviewed annually by AQA.

Whilst studying these media texts, students will also be expected to closely analyse and compare media products in relation to relevant key social, cultural, economic, political and historical contexts.

In addition to the two examinations, knowledge and understanding of the theoretical framework should be developed through the practical analysis or creation of media products, therefore students will be expected to complete a non-examination assessment unit in which they will apply their knowledge to create their own media product in response to a brief set by AQA.

## Assessment Framework:

### Year 12

Media One (35%) focus on Media Language and Media Representation, applying these particularly to the Music Video and Advertising and Marketing close study texts, as well as unseen texts.

Media One focus on Media Industries and Audiences (35%) particularly the Radio, Newspapers and Film (industries only), close study texts, as well as unseen texts.

### Year 13

Media Two (35%) focus on all of the theoretical framework, with particular emphasis on the television, magazines, online, social and participatory media and video games close study texts, as well as unseen texts.

Non-examination assessment (30%)- students to respond to a set AQA brief which is reviewed annually by the examination board.

## Course Entry Requirements:

Media Studies 6

Or

English Language or Literature 6

## Why Study A-Level Media Studies?

Media Studies develops an awareness of how multi-media techniques influence behaviour in an audience and society as a whole. It will support future progress into careers in marketing, advertising and business as well as the media industry. It is also a highly analytical subject developing many transferrable skills.

# BTEC Music Performance

**EXAM BOARD: Pearson**

**Contact: Mr A Williams**

## Course Outline:

The BTEC Level 3 Extended Certificate in Music Performance is a programme equivalent in UCAS points to one A Level.

The course is designed to give you a practical and theoretical foundation in Music performance, preparing you for further study or a career in the Music industry. The BTEC is broken down into 4 units:

- Practical Theory and Harmony
- Professional Music Practice
- Ensemble Music Performance
- Composition

You will work both independently and collaboratively, developing your skills as a performer while gaining insight into the music industry and creative business processes.

BTEC courses are laid out with clear checklists, so you will always know what to evidence in your work to achieve a pass, merit or distinction in each of the 4 units.

With no formal exam, each of the units will require you to submit a collection of pieces of work, created either in class, or under non-exam assessment conditions for unit 2. Your lessons will be designed to meet all of the necessary criteria for achieving a distinction.

## How can I prepare?

We will always teach the necessary content for achieving a distinction, but you may wish to develop your harmony skills with some Grade 2 theory, and you must continue developing your performance skills as a musician.

## Assessment Framework:

- Unit 1: A folder assessment of 2-4 mini lessons on theory and harmony.
- Unit 2: A set brief from Pearson, creating a business pitch for a creative Music industry role.
- Unit 3: A video of your ensemble performance, with vlog evidence of planning, rehearsal and performance reflections.
- Unit 4: A portfolio of compositions, each smaller than those at GCSE.

## Course Entry Requirements:

Music GCSE: 6

Or equivalent musical experience, such as grade 5 on any instrument or voice (or an ability to play/sing to this standard).

A willingness to participate or support extracurricular music clubs, events and upper school production.

## Why Study Music?

Music at KS5 leads on to Music related degree courses at university. It is virtually essential for anyone who wishes to teach music at secondary level or above. It is also a very advantageous qualification for students wishing to pursue a career in performance, composition, music teaching (peri and whole class), music retail, product/instrument demonstration, music production, music therapy, studio recording, producing, radio, and music PR.

Music links to many performance-based degrees. Apprenticeships working for leading entertainment agencies and organisations can come from having a secure knowledge of music and the industry, companies such as Alivenetwork, Audio Network and Entertainment Nation to name but a few.

# A-Level Philosophy

AQA Course Code: 7172

Contact: Ms A Hawkins

## Course Outline:

This course is aimed at those who are prepared for an open-minded exploration of the big questions, in particular the medical, legal and moral issues that affect the lives of us all today, as well as deeper philosophical questions about the nature of the universe and of humanity, and the existence or non-existence of God.

In the year 1 we cover 'Epistemology' and 'Moral Philosophy'. In the first unit we examine where ideas and knowledge come from. Does knowledge come from Reason (like Maths) or our senses (like Science)? Can we know anything at all? Do we perceive the world as it really is and how does perception work? In 'Moral Philosophy', we study theories of morality/ethics. We apply these theories to things like war, crime and punishment, simulated killing (in computer games and films), and the status of animals.

In year 2 we study 'Metaphysics of Mind' and 'Metaphysics of God'. In Philosophy of Mind, we examine what consciousness might be. Consciousness is still one of the biggest mysteries of Philosophy and Science. What is the Mind? Is it a non-physical 'soul'? What is the relationship between mind and brain? Can we create computers that think (Artificial Intelligence)? In the second unit we examine questions which may relate to what you have studied at GCSE. Is there any good reason to believe a God exists? Does morality come from a God's decisions, or are things good and bad independently of God?

## Assessment Framework:

Assessment will be 100% exam and is will comprise of 2 exam papers at the end of Yr13 which last 3 hours.

Questions will cover all four topics:

- Epistemology (Study of knowledge)
- Moral Philosophy (Ethics)
- Metaphysics of Mind
- Metaphysics of God

## Course Entry Requirements:

English, History, Sociology or equivalent Humanity 6

## Why Study A-Level Philosophy?

An A Level in Philosophy is a highly regarded qualification that gives you important skills highly prized in many roles. The ability to think critically, to reason better, to evaluate arguments and to communicate complex ideas in a clear and concise manner is valued by both universities and employers.

Studying this subject is therefore particularly useful for future study or a career in areas such as Law, Politics, Journalism, Medicine, Business and other Humanities subjects.

# A-Level Photography

AQA: Course Code 7206 C/X

Contact: Mrs H Lee/Mrs A Ashby

## Course Outline:

This course is structured with a strong emphasis on personal enquiry and expression, involving the selection and manipulation of images. Students will be required to develop creative approaches that go beyond observation and recording.

During the first term, students will learn about the basic principals of photography. They will learn traditional darkroom techniques as well as digital photography using adobe photoshop and manual manipulation, along with a range of camera, lighting and composition skills. During the second term, using this knowledge they will investigate, explore and develop their own project from a set of given themes. They will develop their visual language skills, demonstrating use of the formal elements, which are line, tone, colour, form, shape, pattern, texture and structure. Students will carry out research and use this to inform the development of their ideas.

The third term of Year 12, along with the second year of the course incorporates two units of work:

- a) Personal Investigation    b) Exam Unit

The Personal Investigation will provide opportunities for students to pursue their own visual ideas in an area of photography that is of interest to them, building on their knowledge, skills and understanding gained from Year 12. Alongside the practical work for the personal investigation, students will write a 1000-3000-word contextual analysis, which will serve as a reflection between their research and their own development of practical work.

During both years of the course, students receive information from which they must research and resource their ideas in response to set themes and aim to build on previous experience to produce their own creative outcomes.

## Assessment Framework:

Assessment will be two units in total, one coursework unit (the Personal Investigation) and one exam unit (called the Externally-Set Assignment, or ESA). Coursework contributes to 60% of the mark, while the ESA is 40%.

Both units are assessed using the Assessment Objectives outlined by AQA. These are:

- AO1) Develop your ideas through investigations, demonstrating critical understanding of sources.
- AO2) Refine your work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3) Record your ideas, observations and insights relevant to your intentions.
- AO4) Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

## Course Entry Requirements:

GCSE Photography grade 6 or GCSE Art grade 6.

If not studied Photography/Art previously at GCSE – students must show a creative Photography portfolio equivalent to grade 6 GCSE standard.

## Why Study A-Level Photography?

Photography leads directly onto university courses such as: Art, Photography, Graphics, Animation, Media/Film Studies, Fashion marketing, Multimedia, and careers within the creative industry, which is the largest growing employment sector. Beyond university career alternatives include film and television, travel documentary, photojournalism, advertising and packaging. Outside these direct career routes photography skills could be helpful in, project management, environmental work, scientific research, business, marketing, and many more.

# A-Level Physical Education

OCR: Course Code: H555

Contact: Mrs L. Swan

## Course Outline:

### Have you ever wondered...

- Why some people can run faster than others?
- How your personality affects your performance?
- Why people take drugs?
- How technology can help you?

### Opt for A Level Physical Education to find out the answers.

Studying A Level Physical Education will give you a fantastic insight into the amazing world of sports performance. Not only will you have the chance to perform or coach a sport through the non-exam assessment component, but you will also develop a wide-ranging knowledge into the how and why of physical activity and sport.

The combination of physical performance and academic challenge provides an exciting opportunity for students. You can perform and then through the academic study improve your performance or coaching through application of the theory.

Physical Education is studied through a range of different contexts and the impact it has on both ours and other's everyday lives. You will learn the reasons for our behaviour in sport and lifestyle choices and why some people outperform others, mentally and physically.

You will also delve into the ethical considerations behind the use of drugs and the influence that modern technology is having in and on physical activity and sport.

The development of transferable skills including: decision making, psychological understanding of people, independent thinking, problem solving and analytical skills as well as thinking and acting under pressure are exciting benefits of choosing this course.

## Assessment Framework:

### Physiological factors affecting performance (30%):

2 hour written examination assessing: Applied anatomy and physiology, exercise physiology and biomechanics

### Psychological factors affecting performance (20%):

1 hour written examination assessing: Skill acquisition and sports psychology.

### Socio-cultural issues in physical activity and sport (20%):

1 hour written examination assessing: Sport and society, contemporary issues in physical activity and sport.

### Performance in physical education (30%):

Coursework assessing: Performing or coaching plus evaluation and analysis of performance for improvement in one activity.

## Course Entry Requirements:

Full course GCSE Physical Education 6

Or if not studied before:

GCSE Biology 6 (Science 6.6) and English Lang 6

## Why Study A-Level Physical Education?

Physical Education provides a suitable foundation for study in both Physical Education and Sports Studies/Science at degree level. Physical education can also complement further study in biology, human biology, physics, psychology, nutrition, sociology and many more. The specification provides an excellent base for those intending to pursue careers in teaching and coaching, sports development, the leisure industry, physiotherapy, personal training and professional sport.



# A-Level Physics

OCR:Course Code H158/H558

Contact: Mr Smith

## Course Outline:

This linear course is designed to deliver a balance of classical and contemporary Physics and will include the development of practical skills. The course is designed to encourage students to develop an interest in, and enthusiasm for physics, develop and demonstrate a deeper appreciation of the skills, knowledge and understanding of How Science Works and develop essential knowledge and understanding of different areas of Physics and how they relate to each other.

The course begins with a study of Mechanics considering the laws and relationships of: force, motion, work and energy. Practical work is undertaken throughout the course and learning through experiment, as well as theory, develops skills, knowledge and conceptual understanding.

The second module, Electrons, Waves and Photons studies the areas of electric current, resistance, DC circuits, waves and Quantum Physics.

The practical approach to learning continues into the second year when topics include: studies of The Newtonian World and Fields, Particles and Frontiers of Physics.

The first module, The Newtonian World begins with study of Newton's laws, momentum, circular motion and oscillations and thermal physics.

The second module involves the study of electric and magnetic fields, capacitors and exponential decay, nuclear physics, medical imaging and modelling the universe

Throughout both years 12 and 13 pupils will complete a total of 12 compulsory practicals which will allow them to apply their knowledge from a range of module areas.

## Assessment Framework:

This A level is assessed at the end of Year 13. There will be 3 examination papers assessing the work covered in both Years 12 and 13. The compulsory practical element of the course will be judged separately and will not contribute to the final exam grade.

## Course Entry Requirements:

Physics 6 plus grade 6 in Maths.

Or:

Double Award Science 6,6 plus grade 6 in Maths.

## Why Study A-Level Physics?

Physics prepares students to progress onto university courses in Physics, engineering, other sciences or related subjects, or to enter employment where knowledge of physics would be useful. A background in Physics is viewed as advantageous for business or finance courses or employment in this field.

# A-Level Politics

**AQA Course Code: 7152**

**Contact: Ms R Roberts**

## **Course Outline:**

This course introduces students to the workings of government in Britain and to many of the important political debates of today.

It is relevant to anyone with an interest in current affairs.

Students will study the traditional political ideologies of Liberalism, Conservatism and Socialism, and also study a modern political ideology such as Feminism

The Comparative Politics topic further develops analytical and evaluation skills, with students comparing and contrasting US and UK government and politics.

## **Assessment Framework:**

Assessment is 100% exam and consists of 3 exams at the end of Year 13:

### **Paper 1-Government and politics of the UK.**

This paper examines 10 areas of study including the British Constitution, Democracy and Participation, Elections and Referendums, Prime Minister and Cabinet, Parliament, Judiciary, Devolution, Political Parties Pressure groups and the European Union.

**Paper 2-**The government and politics of the USA and Comparative politics. This includes examination of the legislative and executive branches of government.

**Paper 3-Political ideas.** This paper will involve the study of one ideology in detail such as Feminism.

## **Course Entry Requirements:**

English 6, History 6, Sociology 6 or an equivalent Humanity 6.

## **Why Study A-Level Politics?**

The study of Govt & Politics leads directly to university courses and careers in the political science and public services. As a general humanities discipline it supports those wishing to follow routes into areas such as: administration, business, law, journalism and education.

# A-Level Psychology

AQA Course Code: 7182

Contact: Mr G Lambert

## Course Outline:

A-level Psychology will give you an understanding of the way people think and why people behave in certain ways. For example, have you ever wondered if prison really does change criminal behaviour? Or why some people conform? Or why some people develop mental health disorders? You will learn a variety of skills including analytical thinking, improved communication, problem solving and many more. These skills will help to prepare you for an exciting future with a range of excellent career options ([AQA.org.uk](http://AQA.org.uk)).

On this course, students will study an array of fascinating topics including social influence, memory, attachment, psychopathology and forensic psychology.

This course includes a focus on scientific enquiry, so an interest in biological sciences is recommended. Overall, at least 10% of the marks in assessments for Psychology will require the use of mathematical skills. These skills will be applied in the context of A-level Psychology and will be at least the standard of higher tier GCSE mathematics. The exams will also require students to be able to write highly detailed and cohesive extended essay answers.

We look forward to welcoming highly motivated and inquisitive students to our psychology community. We also offer a range of exciting extracurricular activities to extend students' learning beyond the classroom, preparing them for the next step in their academic journey.

## Assessment Framework:

This is a two-year, linear course. At A-level there are three exams, each account for one third (33.3%) of your A-level. The three exams last 2 hours and are worth 96 marks each.

The exams consist of multiple-choice, short answer and extended writing questions.

Paper 1 'Introductory topics in psychology'- *Social Influence, Memory, Attachment and Psychopathology*

Paper 2 'Psychology in context'- *Approaches in psychology, Biopsychology, Research Methods*

Paper 3 'Issues and options in psychology'- *Issues and debates in psychology, Relationships, Schizophrenia and Forensic psychology.*

## Course Entry Requirements:

English 6, Biology 6 (or Double Science 5,5) and Mathematics 5.

## Why Study A-Level Psychology?

Many Psychologists work in the health and education services but graduates can be found in applied fields such as business and marketing, human resources, nursing, law, sport and forensic psychology.

Others may apply their skills in other industries or careers which recognise the value of knowledge and skills in this subject such as personnel and the civil service. For more information you can visit the British Psychological Society website: [www.bps.org.uk](http://www.bps.org.uk)



# A-Level Sociology

## AQA Course Code: 7192

### Contact: Ms R Roberts

#### Course Outline:

The course provides an opportunity to study various aspects of modern British society, and to question why Britain has developed as it has. Sociology raises many questions of contemporary importance and gives students an insight into social theory and research methods.

In this first year the course looks at the compulsory elements of the course- sociological theory and method and the Sociology of Education. Students will then study substantive topics including the Sociology of Health and Family.

In the second year the course develops the theories of Beliefs in Society and Crime and Deviance with theory and methods.

**This is a linear A Level course with three exam papers at the end of the second year of study.**

#### Assessment Framework:

##### Year 1

##### Paper 1

##### Education with Theory and Methods

Compulsory  
33.3% of A Level  
Extended writing  
2 hour written exam

##### Paper 2 –Topics in Sociology

##### Section A- Health and Family and Households

Extended writing  
2 hours  
**Year 2**

##### Paper 2 Section B-Beliefs in Society

33.3.% of A level  
2 hour written exam  
Extended writing

##### Paper 3- Crime and Deviance with Theory and Methods

33.3% of A Level  
2 hour written exam  
Short answer and extended writing

#### Course Entry Requirements:

Sociology 6

Or if not previously studied before:  
English 6, History 6, or an equivalent  
Humanity 6

#### Why Study A-Level Sociology?

The study of Sociology leads directly to university courses and careers in the Social Sciences and public services. As a general humanities discipline it supports those wishing to follow routes into areas such as: Journalism, Law, Police, Business and Local Government.

# Pearson BTEC Level 3 National Extended Certificate in Business

601/7159/5

Contact: Miss S McDonagh

## Course Outline:

The Extended Certificate is for learners who are interested in learning about the business sector alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in business-related subjects. It is designed to be taken as part of a programme of study that includes other appropriate BTEC Nationals or A Levels.

The course consists of 4 units, of which 3 are mandatory. Mandatory content makes up 83% of the assessed course.

Mandatory units include exploring business, developing a marketing campaign, and personal and business finance.

The course is designed to be relevant to the wider world, for example through exploring the features of different businesses and analysing what makes them successful, investigating how businesses are organised, and examining the environment in which businesses operate.

The course is assessed in a variety of ways; external assessment such as examinations or completion of set tasks comprises approximately just over half of the course, while the remainder is internally assessed through methods such as projects, practical tasks, investigating case studies and writing up research findings.

Achievement in the qualification requires a demonstration of depth of study in each unit. Units are assessed using a grading scale of Distinction, Merit, Pass and Unclassified. All mandatory and optional units contribute proportionately to the overall qualification grade.

## Aims and objectives:

To encourage students to:

- ☐ develop an enthusiasm for studying business
- ☐ gain an holistic understanding of business in a range of contexts
- ☐ develop a critical understanding of organisations and their ability to meet society's needs and wants
- ☐ understand that business behaviour can be studied from a range of perspectives
- ☐ generate enterprising and creative approaches to business opportunities, problems and issues
- ☐ be aware of the ethical dilemmas and responsibilities faced by firms and individuals
- ☐ acquire a range of relevant business and generic skills, including decision making, problem solving, and challenging of assumptions
- ☐ apply numerical skills in a range of business contexts

## Course Entry Requirements:

Business Studies 5, Economics 5 or BTEC Business at Merit level.

OR if not studied before: Humanity full course subject 5 or English Lit/Lang 5.

Also required: Maths 4.

## Why Study BTEC Business?

Business Studies offers a wide range of opportunities.

The subject allows students to follow many careers in Business or in other industries and supports further study in Business, and other social sciences, at university.

# Health and Social Care

## Contact: Ms B Fearne

### Course Outline:

Health and Social Care level 3 is aimed at those students who want to continue their learning from the level 2 course and/or are interested in moving onto a career in the sector. BTEC Health and Social Care students:

- Have practical experience from real world assignments
- Take responsibility for their own learning
- Develop interpersonal and practical thinking skills
- Have a strong core base of knowledge
- Have real experience of effective teamwork
- Know how to work to a brief with set deadlines
- Efficiently manage to complete tasks and processes

The mandatory units that are covered are:

- Human lifespan development
- Working in Health and Social Care
- Meeting Individual Care and Support Needs

The optional unit will be chosen from the following:

- Work experience in Health and Social Care
- Sociological perspectives
- Psychological perspectives
- Supporting individuals with additional needs
- Physiological disorders and their care

### Course Assessment:

The Extended Certificate is the equivalent to 1 A level and is made up of 4 units, 3 mandatory units and one optional.

2 of the units will be assessed externally by written examination (1.5 hours) which is set and marked by Pearson.

1 of the units is an assignment which is set and marked by the school.

The optional unit may be internally assessed by an assignment or may be a task set by Pearson.

### Course Entry Requirements:

Health and Social Care Level 2  
BTEC Merit.

If not studied before Double  
Science 5,5 is required.

### Why Study BTEC Level 3 in Health and Social Care?

The course could help you gain entry into careers like radiography, midwifery, healthcare science and may also aid progress onto a higher education course such as Nursing, Social Work, Speech Therapy or Occupational Therapy to name a few.

# Pearson BTEC Level 3 National Extended Certificate in Sport 601/7218/6

Contact: Mr D Bennett

## Course Outline:

### Do you have a desire to understand:

- How the body adapts and changes to exercise?
- How to monitor, evaluate and improve performance?
- What are the career opportunities in the sports industry?
- How drugs and lifestyle choices affect your performance?

### Opt for BTEC Sport to find out the answers.

BTEC Sport gives students an in-depth knowledge of how the body works, adapts and improves through regular exercise. Candidates will study how this can be monitored and tested, leading to higher levels of performance.

There will be research into the factors affecting participation, the effect of drugs and diet on performance, lifestyle choices and how they can have an impact on a person's health. There will also be assignments which require students to observe and analyse performances, feeding back to create performance profiles.

The way the course is structured allows for staff to guide the students through the learning tasks, creating portfolios and projects which will mainly be assessed by the teaching staff. Its format will lead to teaching and learning being delivered in both practical and theory-based sessions. All work will be monitored and suggestions for improvement will be given.

The course will prepare all the candidates for possible career paths within the sport and leisure industry. This could include working within sports provision, teaching, leisure management, coaching as well as many other career paths which do not involve sport. The development of transferable skills including: decision making, psychological understanding of people, independent thinking, problem solving and analytical skills as well as thinking and acting under pressure are exciting benefits of choosing this course.

## Assessment Framework:

All candidates will complete 4 units. 2 units will be internally assessed and externally moderated. The other 2 units will be assessed in formal written exams.

### Anatomy & Physiology

This is a compulsory unit which is worth one third of the final grade. This unit will have a formal written exam.

### Fitness Training & Programming for Health, Sport and Well-Being

This is a compulsory unit which is worth one third of the final grade. This unit will have a formal written exam.

### Professional Development in the Sports Industry

This is a compulsory unit which is worth one sixth of the final grade. This will include written coursework.

### Application of Fitness Testing

This unit is worth one sixth of the final grade. This will include written coursework.

## Course Entry Requirements:

Full course GCSE Physical Education 5

Or if not studied before GCSE Biology 5 (Science 5/5) and English Language 5

## Why Study BTEC Sport?

Physical Education provides a suitable foundation for study in both Physical Education and Sports Studies/Science at degree level. Physical education can also complement further study in biology, human biology, physics, psychology, nutrition, sociology and many more. The specification provides an excellent base for those intending to pursue careers in teaching and coaching, sports development, the leisure industry, physiotherapy, personal training and professional sport.

# AAQ: IT Data Analytics

## OCR: Course Code: H119

### Contact Mr J Spencer

#### Course Outline:

Our Extended Certificate in IT: Data Analytics will equip students with the confidence to use knowledge and skills relevant for progression to undergraduate study in IT or data-related fields. It covers the fundamentals of data analytics, Big Data, data modelling with spreadsheets and databases, the Internet of Everything and digital marketing.

#### Topics covered

Fundamentals of Data Analytics (F200)

Big Data and Machine Learning (F201)

Spreadsheet Data Modelling (F202):

Relational Database Design (F203)

Data Visualisation (F205)

#### Is it for me?

This course is designed for post-16 learners interested in the growing field of data analytics. It suits students aiming to:

Progress to higher education or higher apprenticeships in Business Analytics, Information Technology, or related fields.

Pursue careers in data science, data engineering, or digital marketing.

Develop practical and transferable skills such as project management, problem-solving, and communication.

#### Assessment Framework:

The qualification includes both exam-based and coursework (NEA) assessments:

40% Exam: Includes Units F200 and F201, externally set and marked by OCR.

60% Coursework: NEA units assessed internally and moderated by OCR.

#### Where can this course take me?

Completion of this qualification can lead to:

Undergraduate degrees such as BSc in Business Analytics, Computer Science, or Digital Marketing.

Employment opportunities in roles like Data Analyst, Data Scientist, Database Administrator, or Digital Marketing Specialist.

#### Entry Requirements

5 GCSEs at grade 4 or above

#### Why choose this course?

This qualification is equivalent to one A Level, making it an excellent addition to a broader study program. It allows students to gain valuable skills and knowledge that align with university study and industry demands, ensuring they are well-prepared for their next steps.



Pearson: Course Code 601/7434/1

Contact: Mrs S Baxter

#### Course Outline:

Studying a BTEC in Applied Science is an excellent choice for students who want a practical, hands-on route into science. Unlike purely theoretical courses, a BTEC combines scientific knowledge with real-world applications, making it highly relevant to both further study and employment. It opens doors to a wide range of careers such as laboratory technician, forensic scientist, healthcare professional, environmental scientist, or roles in the pharmaceutical and biotechnology industries.

Alongside specialist knowledge in biology, chemistry, and physics, students develop transferable skills that are valued in almost any profession. These include problem-solving, analytical thinking, teamwork, communication, research, and time management. The emphasis on project work, practical investigations, and assignments also helps students build independence and resilience.

#### Core units:

**Unit 1:** Principles and Applications of Science (exam)

**Unit 2:** Practical Scientific Procedures and Techniques (coursework)

**Unit 3:** Science Investigation Skills (practical set task)

**Unit 4:** Laboratory Techniques and their Application (extended diploma only)

#### Examples of optional units

- Physiology of Human Body Systems
- Genetics and Genetic Engineering
- Applications of Inorganic Chemistry
- Practical Chemical Analysis
- Biomedical Science Techniques
- Environmental Science
- Microbiology and Microbiological Techniques

#### Assessment Framework:

Assessment is blended with:

**Internal (coursework):** Practical investigations, research projects, and written assignments – testing application of knowledge and skills.

**External (exam/controlled):** Timed written papers and applied scenarios – testing scientific understanding and problem-solving.

Graded on a **Pass, Merit, Distinction** scale (rather than A–E).

#### Course Entry Requirements:

Double Award Science 6,6 plus grade 6 in Maths.

#### Why Study BTEC Applied Science?

Whether progressing to university, higher apprenticeships, or directly into the workplace, a BTEC in Applied Science provides both the technical expertise and the soft skills needed to succeed in today's job market.

# Facilities

- Dedicated Sixth Form Centre
- Bistro – new from November 2025
- Supervised Study Area / Library
- Common Room / Group Study area
- Photography Dark Room
- Specially equipped rooms: technology, food, textiles, art, computing
- Excellent sports facilities



# Alumni

We have a growing alumni network- do you recognise any of our famous alumni below?



## Toby Smith Red Bull Racing



After achieving excellent results, many of our students go onto university, including Oxbridge, Russell Group universities, top 40 universities, Centres of Excellence and Conservatoires.



St Martin's School

# Contact Information

For further details or inquiries

**01277 238300**

**Hanging Hill Ln,  
Brentwood CM13 2HG**

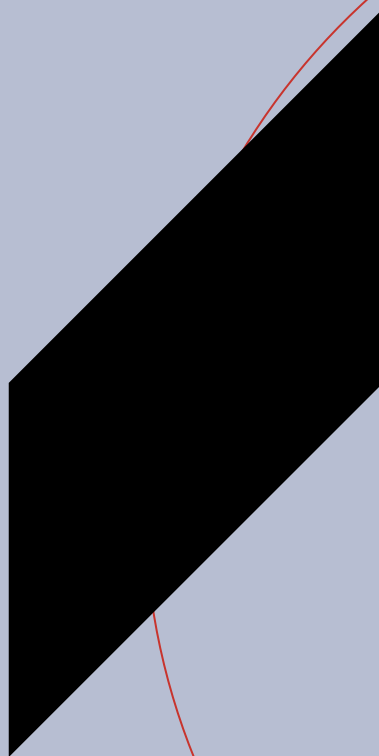
**To apply, go to:**

**<https://smartins.applicaa.com/>**





St Martin's  
Secondary School



**<https://www.st-martins.essex.sch.uk>**