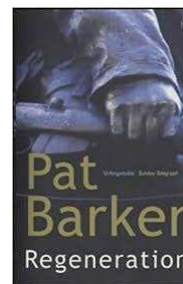
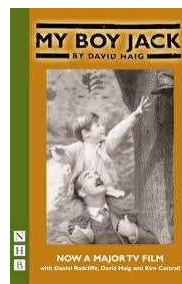
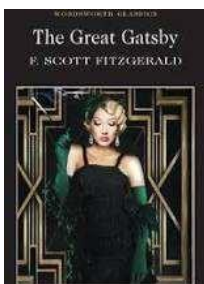




## English Literature



### Overview

This course requires students to develop practical and theoretical knowledge and understanding of:

- Attitudes to love and the representations of love and war in Literature across time (1500s to present day);
- Ways in which poets can manipulate language, form and structure to create meaning;
- Ways in which playwrights can use dramatic techniques to represent varying forms of love and attitudes to war;
- Ways in which novelists can exploit narrative perspectives to offer different viewpoints of love and war;
- Approaching 'unseen' poetry and prose texts, comparing them appropriately;
- How texts' contexts can shape their production and reception.

### Requirements

**At least a grade 6 in both English Language and English Literature at GCSE**

### Exam Board



<https://www.aqa.org.uk/subjects/english/as-and-a-level/english-literature-a-7711-7712>

### Assessment

**Paper 1 (Love Through the Ages):** A question on a Shakespeare play; a question on a pair of 'unseen' love poems; a question comparing a novel to a selection of pre-studied poems.

**Paper 2 (WWI and its Aftermath):** A question on a novel; a question on an 'unseen' prose text; a question comparing a play to a selection of pre-studied poetry.

**NEA (coursework):** Students will compare two texts of their choice (at least one written before 1900)

### Progression and Career Opportunities

This course will give students skills that will be useful in a range of careers, such as teamwork, communication (verbal and written); accuracy with language; presentation skills; an eye for detail; seeing patterns and making connections; reading a range of texts and enhancing cultural capital. As a facilitating subject, English Literature A-level has historically been well-received by all universities, including Russell Group institutions and Oxbridge, as it allows students to develop a wide range of skills, preparing them for degree level study and beyond.

*"I think there is something magical about English Literature! Uncovering the secrets locked inside books is fascinating, and it's wonderful to be able to form your own opinions and explore other interpretations, as everyone's is different!"*

*"The Great Gatsby is genuinely one of my favourite books I've studied so far, and Othello is so interesting and unusual."*

*"I've enjoyed having the group discussions and sharing our different opinions on the different characters and chapters in Gatsby. I love how everyone seems to work well together, and bounces off one another."*



## English Language



### Overview

The A-level English Language specification offers opportunities for students to develop their subject expertise by engaging creatively and critically with a wide range of texts and discourses. Students will create texts and reflect critically on their own processes of production, while analysing the texts produced by others. The specification explores the study of English Language both as a medium of communication and as a topic in its own right, with an emphasis on the ability of students to pursue lines of enquiry, debate different views, and work independently to research aspects of language in use. Language is seen as a creative tool for expression and social connection, as well as for individual cognition. The study of language as a symbolic system used to assert power in society is also fundamental to the scope of this specification.

### Requirements

Grade 6, or better, in GCSE English Language

### Assessment

80% Examination and 20% Coursework:

Examination:

- Language the individual and society:
  - Textual varieties and representations
  - Children’s language development (0-11 years old)
- Language the individual and society:
  - Diversity and/or Language Change
  - Language discourses – analysis and a directed writing task.

Coursework:

- A language investigation with a piece of original writing and a commentary. (student’s own choice of texts/question)

### Exam Board



<https://www.aqa.org.uk/subjects/english/as-and-a-level/english-language-7701-7702/introduction>

### Progression and Career Opportunities

An A Level in English Language could lead to a career as: ·

- Digital copywriter · Editorial assistant · English as a foreign language teacher · Magazine/newspaper journalist · Primary or Secondary school teacher · Talent agent · Web content manager · Writer · Academic librarian · Marketing executive · Media researcher · Public relations officer · Records manager · Social media manager

***“I think English language is fascinating! It has really opened my eyes and given me a new perspective on how language shapes and influences our everyday lives, much more than we ever notice!” Amy, Year 12***



## Film Studies



### Overview

This course will appeal to those who wish to develop a knowledge and understanding of:

- A diverse range of film, including documentary, film from the silent era, experimental film and short film
- The significance of film and film practice in national, global and historical contexts
- Film and its key contexts (including social, cultural, political, historical and technological)
- How films generate meanings and responses
- Film as an aesthetic medium
- The different ways in which spectators respond to film

### Assessment

<b>Component 1</b> Section A: Hollywood 1930-1990 Section B: American film since 2005 Section C: British film since 1995	<b>Written exam: 2hrs 30mins</b> 120 marks 35% of A Level
<b>Component 2</b> Section A: Global film Section B: Documentary film Section C: Film movements – silent era Section D: Film movements – experimental	<b>Written exam: 2hrs 30mins</b> 100 marks 35% of A Level
<b>Component 3</b> Production – short film or screenplay + evaluation	<b>Assessed by teachers, moderated by Eduqas</b> 60 marks 30% of A Level

### Requirements

**Grade 5, or above, in Film studies or, if not previously taken Film at GCSE, a 6 in GCSE English Literature or English Language.**

### Exam Board



[https://www.eduqas.co.uk/qualifications/film-studies-as-a-level/#tab\\_overview](https://www.eduqas.co.uk/qualifications/film-studies-as-a-level/#tab_overview)

### Progression and Career Opportunities

The analysis skills developed offer key skills that complement all essay-based subjects. The art of analysing the moving image and learning the language pertinent to it, is extremely crosses over well with those subjects that demand close study of texts, a knowledge of context, case study information and an awareness of how texts are received. It pairs particularly well with English Literature, English Language, Humanities, Sociology and Psychology.

*“I have studied Film since GCSE, and the opportunity to explore a wide range of genres and movements has led me to have a vivid passion, particularly for Film as an art form. The Film teachers are very knowledgeable and have inspired me to pursue Film further at university.”*



## Chemistry



### Overview

AS Chemistry: Atomic Structure, Amount of a Substance, Intro to Organic Chemistry, Kinetics, Energetics

A2 Chemistry (all of AS content plus the following): Organic Chemistry, Reaction Mechanisms, Kinetics, Energetics, Acids & Bases

### Requirements

Grade 66 in combined science, or 666 in Triple Science

- Grade 6 in Maths
- (Grade 7s are preferable)

### Assessment

AS

- Breadth in Chemistry (1hr 30 mins)
- Depth in Chemistry (1hr 30 mins)

A2

- Organic Chemistry (2hrs 15 mins)
- Inorganic & Physical Chemistry (2hrs 15 mins)
- Unified Chemistry (1hr 30 mins)

Practical Endorsement - assessed through 12 practicals over 2 years. This does not contribute towards your grade, but a pass is required by Universities for science related courses.

### Exam Board



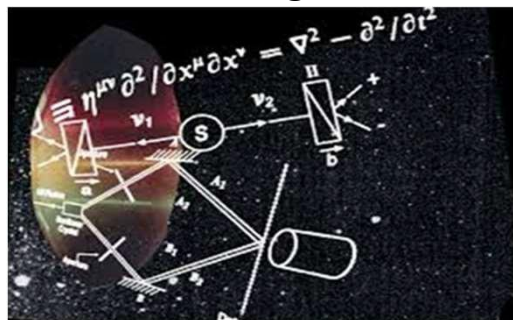
### Progression and Career Opportunities

Academic researcher · Analytical chemist · Biotechnologist · Chemical engineer · Clinical scientist, biochemistry · Forensic scientist · Nanotechnologist · Pharmacologist · Research scientist (physical sciences) · Scientific laboratory technician · Toxicologist

Chemistry is a facilitating subject- which means it is highly regarded by the top Universities.

***“Chemistry is extremely challenging but even more rewarding when you begin to succeed. I love learning about how the world around us works and is utterly dependent upon the behaviour of the tiny particles that make up everything.”***

## Physics



### Overview

AS Physics: Practical Skills in Physics, Forces and Motion, Energy, Materials, Waves, Quantum Mechanics

A2 Physics (all of As content plus the following): Thermal Physics, Oscillations, Electrical and Gravitational Fields, Astrophysics and Cosmology, Nuclear and fundamental particle physics, Electromagnetism, Medical Physics

### Requirements

- Grade 66 in combined science, or 666 in Triple Science
- Grade 6 in Maths
- (Grade 7's are preferable)
- Must take Maths at A-Level

### Assessment

AS

- Breadth in Physics (1hr 30 mins)
- Depth in Physics (1hr 30 mins)

A2

- Modelling Physics (2hrs 15 mins)
- Exploring Physics (2hrs 15 mins)
- Unified Physics (1hr 30 mins)

Practical Endorsement - assessed through 12 practicals over 2 years. This does not contribute towards your grade, but a pass is required by Universities for science related courses.

### Exam Board



<https://www.ocr.org.uk/qualifications/as-and-a-level/physics-a-h156-h556-from-2015/>

### Progression and Career Opportunities

Physicist, Mathematician, Computer scientist, Computer games designer, Software engineer, Engineering, Weather forecasting, Architecture, Medicine and healthcare related courses, Medical physics, Sports science Economics, finance and accounting

Physics is a facilitating subject- which means it is highly regarded by the top Universities.

***“Physics is awesome - the best and most fundamental science in which you begin to understand the true nature of reality and the world around us. It is very challenging but even more rewarding. Physics is life.”***



## Biology



### Overview

This course requires students to develop practical and theoretical knowledge and understanding of:

As

- Practical skills in biology
- Exchange and transport in animals and plants
- Cell structure
- Biological Molecules, enzymes and DNA
- Health and Disease
- Evolution and classification
- Biodiversity and Sampling

A2 (all of AS content plus the following)

- Respiration and photosynthesis
- Plant and animal responses
- The Nervous and Endocrine Systems
- Genetics and DNA technology
- Excretion
- Populations and ecosystems
- Biotechnology

### Assessment

AS	<ul style="list-style-type: none"> <li>• Breadth in Biology (1hr 30 mins)</li> <li>• Depth in Biology (1hr 30 mins)</li> </ul>
A2	<ul style="list-style-type: none"> <li>• Biological Processes (2hrs 15 mins)</li> <li>• Biological Diversity (2hrs 15 mins)</li> <li>• Unified Biology (1hr 30 mins)</li> </ul>
Practical endorsement – assessed over 12 practicals over 2 years. This does not contribute towards your grade but a pass is required by many Universities for science related courses.	

### Requirements

Grade 66 in Combined Science

Grade 666 in Separate Sciences

Grade 6 in Maths and English

Preferably grade 7s

### Exam Board



<https://www.ocr.org.uk/images/171736-specification-accredited-a-level-gce-biology-a-h420.pdf>

### Progression and Career Opportunities

Sports science, Forensic science, Horticulture and gardening, Medicine, Veterinary science, Zoologist and conservation, Marine biology, Nursing and midwifery, Research scientist, Pharmacologist, Biologist, Ecologist

Biology is a facilitating subject- which means it is highly regarded by the top Universities.

*“I have really enjoyed studying biology at A level. It has opened my eyes to how the human body works, the environment around us and new and developing technologies. I have now gone on to study biology at university and look forward to a career in this area. ”*





## Geography

### Overview

This course allows students to develop practical and theoretical knowledge of

- How physical processes shape the world around us and how these processes impact upon people and places.
  - The complex connections between people, the economy, society and the environment.
  - Qualitative and quantitative geographical skills at A level; working with images, factual text and discursive/creative material, digital data, numerical and spatial data and innovative forms of data, including crowd-sourced and 'big data'.
  - The ability to research questions, apply relevant techniques and skills, and find appropriate ways to analyse statistical and graphical data and communicate findings.
  - The use of written and verbal reasoning skills to construct arguments that draw upon the viewpoints of various stakeholders regarding a range of sensitive issues and topics.
  - Use of Geographic Information Systems develops confidence in ICT.
- Researching, presenting, referencing, critical thinking, map-reading and scientific reasoning skills will all be honed along with the ability to work both independently and collaboratively.

### Assessment

#### Component 1 – Physical Geography

- Section A: Water and Carbon cycles
- Section B: Coastal Environments
- Section C: Hazards

Written Examination: 2 hours 30 minutes, 120 marks, 40% of total grade.

#### Component 2 – Human Geography

- Section A: Global systems and global governance
- Section B: Changing Places
- Section C: Contemporary Urban Environments

Written Examination: 2 hours 30 minutes, 120 marks, 40% of total grade.

#### Component 3 – Geographical Investigation

- 35 marks, (4000words), 60 marks, 20% of A-level, marked by teachers, moderated by AQA

### Requirements

Geography is a subject that requires a diverse set of skills, and a strong work ethic. Grade 6 qualifications in Science (Particularly Biology), English and Maths are desirable for students wishing to study Geography at Advanced level.

### Exam Board



<https://www.aqa.org.uk/subjects/geography/as-and-a-level/geography-7037>

### Progression and Career Opportunities

Geography is one of eight facilitating subjects preferred by Russell Group universities to gain access to a range of degree qualifications. Due to the diverse nature of skills gained, Geographers are amongst the most highly employed graduates. Geographers will work in a variety of roles including finance, local businesses, not-for-profit organisations, significant research or as key decision makers in local and national government, energy, transport and the environment.

***"Geography has enhanced my knowledge in the sciences and developed my ability to write essays. I really enjoy learning about current events occurring around the world such as natural hazards and global climate change that I can use in my both academic studies and general conversations with others!"***

## History



### Requirements

### Overview

Through studying this course, pupils will:

- Develop their interest and enthusiasm for history and an understanding of its value and significance
- Acquire an understanding of different a diverse range of social, cultural and religious identities within society
- Build on their understanding of the past through experiencing a broad and balanced course of study
- Improve as effective and independent learners and as critical and reflective thinkers with curious and enquiring minds
- Develop the ability to ask relevant and significant questions about the past and to research them
- Acquire an understanding of the nature of historical study
- Develop their use and understanding of historical terms, concepts and skills
- Make links and draw comparisons within and/or across different periods and aspects of the past
- Organise and communicate their historical knowledge and understanding in different ways, arguing a case and reaching substantiated judgements.

Learners must display a strong work ethic and have an interest for the subject. It is needed for the level of independent reading around the subject outside of lesson which is required to develop as historians. The course requires the minimum GCSE grades of a 6 in History and English.

### Assessment

Unit 1- British period study and enquiry: Britain 1930-1997 (1h 30m exam, 25% of course). Learners will complete a source-based enquiry focused on Winston Church 1930-1945, before completing an in-depth period study from 1945-1997.

Unit 2- Non-British period study: The French Revolution and the rule of Napoleon 1774-1815 (1h exam, 15% of course). Learners will complete an in-depth period study from the beginning of Louis XVI's reign as king, to Napoleon's overthrow as Emperor.

Unit 3- Thematic study and historical interpretations: Russia and its Rulers 1855-1964 (2h 30m exam, 40% of course). Learners will develop the ability to treat the whole period thematically, and to use their detailed knowledge to evaluate interpretations of specified key events, individuals or issues.

Non exam assessment: Topic based essay of between 3000-4000 words on an aspect of the Britain module of your choice (20% of the course).

### Exam Board



OCR History A Level  
H505:

<https://www.ocr.org.uk/qualifications/as-and-a-level/history-a-h105-h505-from-2015/specification-at-a-glance/>

### Progression and Career Opportunities

As a facilitating subject, History is highly regarded by universities and employers alike for producing independent learners, critical thinkers and decision makers with a good awareness of the importance of history in understanding the world today. It fosters desirable traits such as strong written and verbal communication, problem solving, initiative, using evidence to form a substantiated argument, and the evaluation of this evidence (a useful skill in the fake-news proliferated society of today). It may lead to degrees and careers in History, Journalism, Law, Teaching, Politics, Museum Curation, Archivism and Research, Archaeology, the Civil Service and many more.

*"I chose history because I really enjoy learning about past world affairs, GCSE History was so interesting, and I enjoy A-level because you are able to learn new topics and in lots of depth "*





## Music

### Overview

The WJEC Eduqas A level in Music offers a broad and coherent course of study which encourages learners to: engage actively in the process of music study, develop performing skills to demonstrate an understanding of musical elements, style, sense of continuity, interpretation and expression, develop composing skills to demonstrate the manipulation of musical ideas and the use of musical devices and conventions, recognise the interdependence of musical knowledge, understanding and skills, and make links between the integrated activities of performing, composing and appraising underpinned by attentive listening. Broaden musical experience and interests, develop imagination and foster creativity

### Requirements

GCSE Music grade 6 or above.

### Assessment

#### Component 1: Performing

Option A: Total duration of performances: 10-12 minutes Option A: 35% of qualification

Option B: Total duration of performances: 6-8 minutes Option B: 25% of qualification

Non-exam assessment: externally assessed by a visiting examiner

#### Component 2: Composing

Option A: Total duration of compositions: 4-6 minutes Option A: 25% of qualification

Option B: Total duration of compositions: 8-10 minutes Option B: 35% of qualification

Non-exam assessment: externally assessed by WJEC

#### Component 3: Appraising

Written examination: 2 hours 15 minutes (approximately) 40% of qualification

### Exam Board



<https://www.eduqas.co.uk/media/bwjl2p4/eduqas-a-level-music-spec-from-2016-d.pdf>

### Progression and Career Opportunities

Music in any form is a challenging and rewarding subject for all who study it. Degrees in music vary enormously from performance or composition specific to more traditional all-round courses or joint honours courses. Obvious careers include performing, composing, promoting and organising events, running education programmes and artist management. Employers in diverse fields such as accountancy and management actively recruit music students for their good communication skills and their ability to consider things on many different levels at once.



**WHS**  
Sixth Form

## Woodrush Sixth Form – Excellence Through Endeavour

### A Level ART & DESIGN/Photography

with optional Gold Arts Award



#### Overview

In this A Level Art and Design course, learners are given opportunities to develop a broad foundation of critical, practical and theoretical skills. Overall, the course fosters a holistic understanding of a range of practices and contexts across visual arts, crafts and design fields, culminating in greater specialism and achievement.

Whichever title or combination of endorsed titles is followed, the specification encourages creativity, sustained investigation and analysis, experimentation, and design and making as a means of developing technical and expressive skills. It gives learners the opportunity to follow a programme of study which allows creative freedom, extends experience and personal response as well as developing imagination and critical and reflective thinking. The ability to innovate, adapt and work independently, which underlies all aspects of the specification, is valued by higher education and employers alike.

#### **GOLD ARTS AWARD** (optional) - TRINITY COLLEGE, LONDON

To achieve a Gold Arts Award, young people collect evidence in an individual arts portfolio of their experiences of:

#### **Personal arts development**

Extending their own arts practice, experiencing another art form and creating new work

#### **Leadership of an arts project**

Planning a project, identifying the project's aims and outcomes

#### Requirements

- GCSE Grade 5 in Art or Photography

#### Exam Board



<https://qualifications.pearson.com/en/qualifications/btec-nationals/art-and-design-2016.html>

#### Assessment

**Component 1** – Personal Investigation (60% of Qualification)

**Component 2** – Externally Set Assignment (40% of Qualification)

The Externally Set Assignment consists of two parts:

**Part 1:** Preparatory study period commence on or after 1 February.

**Part 2:** 15 hour period of sustained focus work

#### Progression and Career Opportunities

Having an A level in a creative subject is an essential starting point for students who wish to follow an art and design career path, but also hugely valuable for those who might not. After completing their A levels, students can choose to go on to an Art and Design Foundation Diploma or apply directly for higher level degree courses.

*“Completing an A Level in Art allowed me to experience a wide range of projects using multiple materials and methods which further developed my understanding of Art & Design. The course has been the foundation to allow me to access the art industry and explore the world of creativity. The experience as a whole was amazing and fun and felt like being part of a small ‘art’ family” Harry Jones (Studying Illustration at Birmingham City University)*



**WHS**  
Sixth Form

Woodrush Sixth Form – Excellence Through Endeavour

## A Level Design and Technology: Product Design



### Overview

- This is an exciting course which teaches students the fundamental skills and knowledge to achieve within Product Design.
- Students are given set tasks from the exam board in year 12 and must work to find solutions to the problems and contexts. This involves lots of practical work and problem solving. Students work independently to create practical outcomes and a portfolio of design.
- In Year 13 students are given the opportunity to come up with their own context and brief to work to. This allows students to create a wide range of exciting products.
- Students will study a vast range of skills such as woodwork, metalwork, plastic forming, electronics, CAD and CAM and various construction skills.

### Requirements

Students are required to have achieved at least a grade 5 at GCSE in a Technology based subject.

### Assessment

50% Examination and 50% Coursework (Draft Proposals)

Component 1- Examination: Design and Technology in the 21st Century Written examination: 2.5 hours  
The examination includes a mix of short answer, structured and extended writing questions assessing learners' knowledge and understanding of: technical principles, designing and making principles along with their ability to: analyse and evaluate design decisions and wider issues in design and technology.

Component 2 - Coursework: Design and make task Non-exam assessment: approximately 40 hours  
A sustained design and make task, based on a contextual challenge set by WJEC, assessing candidates' ability to: • identify, investigate and outline design possibilities • design and make prototypes • analyse and evaluate design decisions and outcomes, including for prototypes made by themselves.

### Exam Board



<https://www.eduqas.co.uk/media/kcplpvixc/a-level-design-and-technology-specification.pdf>

### Progression and Career Opportunities

This course will open doors to a wide range of careers. It will allow students to go on to study at University and to access apprenticeships. This A level is well suited for students that wish to go on to careers in areas such as Product Design, Automotive Design, Architecture, Graphics, Architecture, Teaching and Engineering.



## Business Studies



### Overview

This course requires students to develop practical and theoretical knowledge and understanding of:

- Marketing and People- Students will develop an understanding of: marketing, customer needs, the market, marketing mix and strategy, managing people, entrepreneurs and leadership
- Managing business activities- Students will develop an understanding of: raising finance, financial planning, managing finance, resource management and external influences.
- Business decisions and strategy- Students will develop an understanding of: Business objectives and strategy, Business growth, Decision-making techniques, Influences on business decisions, assessing competitiveness and Managing change.
- Global business- Students will develop an understanding of: Globalisation, Global markets and business expansion, Global marketing, Global industries and companies (multinational corporations).

### Requirements

Grade 6 in Maths and History or Geography. If you have studied Business at GCSE then a grade 6 would also be expected in this. You do NOT need to have studied GCSE Business Studies but should have a keen interest in the subject.

### Exam Board



<https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/business-2015.html>

### Assessment

The A level qualification is Assessed by 3 x 2 hour external examinations.

**Paper 1** - 100 marks - One third of assessment

Units 1 – Marketing and People and Unit 4 Global Business

**Paper 2** - 100 marks - One third of assessment

Unit 2 Managing Business Activities and Unit 3 Business decisions and strategies

**Paper 3**- 100 marks, One third of assessment

A synoptic paper assessing aspects from all 4 Units.

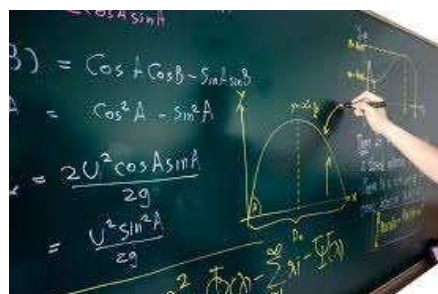
### Progression and Career Opportunities

A knowledge of business and business processes can be useful in many different jobs including roles within the administrative and clerical job family, accountancy, banking and finance, and retail sales and customer services. It will also be useful if you are thinking about setting up your own business or being self-employed in the future. It will also give you a head start for those students who want to continue into higher education and sit degrees in Business, Economics, Accountancy, Finance etc

*“Studying this course has allowed me to see how an effective business should operate and therefore has given me a real insight into how I would operate with in a business or maybe even how I would run my own business.”*



## Mathematics



### Overview

A-Level Maths will build on your GCSE knowledge, deepen your understanding of the subject and develop your problem-solving skills. You may choose to study Maths for a number of reasons such as pursuing Maths beyond a sixth form education, to help with other subjects or to gain a highly valued and widely recognised qualification. Mathematics is a challenging yet highly rewarding subject to study, it requires hard work from the outset, but you are well supported and guided by your teachers throughout to help you to achieve the best possible grade and get the most out of your time studying Maths at Woodrush.

### Requirements

Grade 7 or above at Maths GCSE is preferable. 6 will be considered, dependent on GCSE grade profile

### Assessment

**Paper One** 120 minutes, 100 marks, one third of assessment

Pure Maths including functions, coordinate geometry, sequences, trigonometry, exponentials, calculus and numerical methods.

**Paper Two** 120 minutes, 100 marks, one third of assessment

Pure Maths including functions, coordinate geometry, sequences, trigonometry, exponentials, calculus and numerical methods. Mechanics: kinematics, forces, Newton's Laws and moments.

**Paper Three** 120 minutes, 100 marks, one third of assessment

Pure Maths including functions, coordinate geometry, sequences, trigonometry, exponentials, calculus and numerical methods. Statistics: using large datasets, sampling, probability, distributions and hypothesis testing.

### Exam Board



<https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/mathematics-2017.html>

### Progression and Career Opportunities

As a facilitating subject, A Level Mathematics is highly regarded by universities and employers. It supports and complements other A Level subjects such as: Biology, Physics, Chemistry, Psychology, Business Studies and Geography. Mathematicians can then go on to use their skills and knowledge in any career including Medicine, Engineering, Finance, various Sciences, Computing, Economics, Psychology and many more!

*"After enjoying studying GCSE maths at Woodrush, I chose to continue with the subject at sixth form and maths has been just as fun and even more interesting at A-Level!" Year 12 student*





## Psychology

### Overview

Psychology is the scientific study of the human mind and behaviour.

Psychology A-level is a multifaceted discipline and includes many sub-fields of study, including; evolution, interpersonal interactions, cognition, human development and neurobiology.

The Psychology programme at Woodrush is a good introduction to Psychology and will give you a broad insight into the different theories of how human behaviour is shaped.

### Requirements

Psychology requires students to have strong literacy skills and some numeracy ability. As a result, a Grade 6 in English and a grade 5 in Maths, is advisable. Students would also benefit from having good grades in Science or History.

### Assessment

Psychology A-Level is a two-year course of study ending with three 2-hour examinations. Exams are comprised of a variety of multiple choice, short answer and extended writing questions. Each paper is worth 33.3% of the total marks.

Paper 1 looks at Introductory Topics in Psychology. These include Memory, Social Influence, Attachment and Psychopathology.

Paper 2 examines Psychology in Context. This exam includes units on Approaches in Psychology, Biopsychology and Research methods

Paper 3 is the Issues and Options Paper. At Woodrush pupils will be taught content on Relationships. Aggression and Stress.

### Exam Board



More details on the specification studied at Woodrush can be found via this link:

<https://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182>

### Progression and Career Opportunities

Students who study A-Level Psychology typically go on to study at degree level at university. The subject develops a wide range of skills, essay writing, critical thinking, research expertise, which are essential for success in undergraduate study. Aside from university, Psychology offers students beneficial experience and a route into a variety of careers, such forensic; criminology, law, nursing, teaching, human resources or marketing.

*“I chose to study Psychology as I have always had an interest in Freud, having encountered his work in other subjects. Many of the modules like aggression are applicable to real life, making you aware to why people may behave in a certain way. I would recommend Psychology due to the interesting insights you gain; I have thoroughly enjoyed studying it.” Etta*

## Sociology



### Overview

Sociology A-Level can help students gain a better understanding of society, its systems, and its functions. Contrasting perspectives within Sociology naturally create debate and when combined with potentially controversial topics of study. Sociology encourages pupils to challenge their view of society and appreciate how certain societal groups suffer or lose out, whilst other groups prosper. As part of the A-level you will have the opportunity to investigate and analyse societal institutions like the criminal justice system, the education system, and mass media.

### Requirements

Sociology requires students to have strong literacy skills. Grade 5 in English is required. Having good grades in other Humanities subjects can be beneficial because of the critical thinking skills these subjects teach.

### Assessment

Sociology A-Level is a two year course of study ending with three 2 hour examinations.

Exams comprise of a variety of short answer and extended writing questions. Each paper is worth 33.3% of the total marks.

Paper 1 looks at Education with Theory and Methods.
Paper 2 examines Topics in Sociology. This exam includes units on Families & Households and The Media.
Paper 3 is the Crime & Deviance with Theory and Methods.

### Exam Board



More details on the sociology specification studied at Woodrush can be found via this link:

<https://www.aqa.org.uk/subjects/sociology/as-and-a-level/sociology-7191-7192>

### Progression and Career Opportunities

A Level Sociology gives you a strong foundation if you choose to go on to study of a range of academic subjects at degree level. The knowledge you learn can be applied to all aspects of society and it provides a variety of academic skills especially thinking critically about the world. Popular degree choices include Law, Social Policy, Economics, History, Psychology and Criminology. Because of the variety of topics studying in Sociology, it can lead students into careers in social work, politics, law, education, policing or social research.

***“Studying sociology has given me the chance to explore my options of what I want to do in the future. The variety of topics mean I have learnt a lot about the world I live in and how different people experience it in very different ways. We regularly discuss events that happen in the news and I feel more confident in explaining these because of what I have learnt in Sociology. It has allowed me to look at many different university courses and keep a broad view of what I could do in my future.” Amie***



## PE

### Overview

Advanced level Physical Education would suit a student who has a keen interest in sport and who is committed to attaining high standards in their work. Students will study the following topics:

- Applied anatomy and physiology - develop knowledge and understanding of the changes within the body systems prior to exercise, during exercise of differing intensities and during recovery.
- Skill acquisition - how skill is acquired and the impact of psychological factors on performance. Knowledge and understanding of the principles required to optimise learning of new, and the development of existing skills.
- Sport and society - develop knowledge and understanding of the interaction between and the evolution of, sport and society.
- Exercise physiology – understand the adaptations to the body systems through training or lifestyle and how these changes affect the efficiency of those systems.
- Biomechanical movement - develop knowledge and understanding of motion and forces, and their relevance to performance in physical activity and sport.
- Sport psychology - develop knowledge and understanding of the role of sport psychology in optimising performance in physical activity and sport
- Role of technology in sport - develop knowledge and understanding of the technological developments in physical activity and sport

### Requirements

Grade 5 in GCSE PE and Science are a minimum requirement for students studying this course. All students considering the course must be dedicated sports enthusiasts. Students who did not take GCSE PE may be considered dependent on sport experience and grade profile

### Assessment

A Level Physical Education – two year course		
<b>Paper 1</b>	<b>Factors affecting participation in physical activity and sport</b> <ul style="list-style-type: none"> <li>• Applied Anatomy and Physiology</li> <li>• Skill Acquisition</li> <li>• Sport and Society</li> </ul>	2 hr written exam 35% of A level
<b>Paper 2</b>	<b>Factors affecting optimal performance in physical activity and sport</b> <ul style="list-style-type: none"> <li>• Exercise Physiology and Biomechanics</li> <li>• Sports Psychology</li> <li>• Sport and Society and Technology in sport</li> </ul>	2 hr written exam 35% of A level
<b>Practical in physical activity and sport</b>	<b>Assessment</b> <ul style="list-style-type: none"> <li>• Performance as player or coach in full sided version of one activity ( 15% of A level)</li> <li>• Written analysis and evaluation of performance (15% of A level)</li> </ul>	Internal assessment, external moderation 30% of A Level

### Exam Board



<https://www.aqa.org.uk/subjects/physical-education/as-and-a-level/physical-education-7581/specification-at-a-glance>

### Progression and Career Opportunities

This course is recognised by all universities as an academic Advanced level qualification. A Level PE offers a multitude of pathways to further education and future careers. A significant number of our students progress to study sports-based courses at University such as: Sports and Exercise Science, Sports Studies, Sports Coaching, Physical Education, Physiotherapy and Sports management. Students have also used A Level PE to pursue their future careers in fields such as the personal training, fitness, recreation and leisure industry, military, emergency services and outdoor pursuits. Other students have used it as an additional qualification to demonstrate to universities their interest and enthusiasm beyond the boundaries of traditional subjects.

## Drama: Level 3 National Foundation Diploma in Performing Arts



### Overview

The breadth of study in this qualification provides learners with opportunities to consider their practice in context of professional practice with work from inception of ideas to completion. The assessment enables valuable skills such as analysis, planning, organisation and critical thinking to be demonstrated in the context of developing practical outcomes.

Inclusivity is a key objective of these qualifications. Assessments do not prescribe the types of evidence required, allowing each learner to access the full range of achievement using the methods of working best suited to them. Core technical skills development covering all practices have been combined into shared mandatory units, which means that all learners will demonstrate the level of their skills through the same units regardless of individual accessibility needs, enhancing inclusivity and parity of assessment.

### Requirements

GCSE Drama grade 6 or above or evidence of experience in drama outside of school which would support a suitable application. Lower grades may be considered in consideration with grade profile and drama experience

### Assessment

Learning and Teaching Modules	Related Assessment Units
A - Performing Arts Skills Development (450 GLH) Including a written exam.	A1 Exploring Performance Styles A2 Creating Performance Material A3 Performing for an Audience
F - The Performing Arts Industry – 90 GLH	F16 Planning a Career in the Industry

### Exam Board



<https://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/performing-arts-practice/2019/specification-and-sample-assessments/BTEC-L3-Nationals-in-Performing-Arts-Practice.pdf>

### Progression and Career Opportunities

This Performing Arts course provides a natural step for those wanting to study drama and performing arts at university and beyond. The confidence and communication skills developed from drama and the performing arts can be useful in a wide range of occupational areas including catering and hospitality, retail sales and customer services, broadcast media and the performing arts, marketing, sales and advertising and leisure, sport and tourism.



## Woodrush Sixth Form – Excellence Through Endeavour

### Spanish



#### Overview

A-level Spanish builds on the knowledge, understanding and skills gained at GCSE. There is a focus on how Spanish-speaking society has been shaped socially and culturally and how it continues to change.

The course enables you to study technological and social change, and the multicultural nature of Spanish-speaking society. You will study highlights of Spanish-speaking artistic culture, how Spain's political landscape was formed and will explore the influence of the past on present-day Spanish-speaking communities.

#### Requirements

Grade 6

Grade 7 preferred

#### Assessment

<b>Paper 1</b>	<b>Listening, Reading &amp; Writing (50% of A Level)</b> Students will answer a range of questions based on listening material and on a selection of written stimulus texts about aspects of Spanish speaking society, artistic culture in the Spanish-speaking world and aspects of multiculturalism in the Spanish speaking society. Students will also complete a translation into English and a translation into Spanish.
<b>Paper 2</b>	<b>Writing (20% of A Level)</b> Students will answer one question in Spanish on a set text and one question in Spanish on a set film or 2 questions on set texts (approximately 300 words per essay).
<b>Paper 3</b>	<b>Speaking (30% of A Level)</b> Students will discuss a sub-theme based on a stimulus card and give a presentation with a discussion on an individual research project.

#### Exam Board



More details on the AQA Spanish specification studied at Woodrush can be found via this link:

<https://www.aqa.org.uk/subjects/languages/as-and-a-level/spanish-7692/specification-at-a->

#### Progression and Career Opportunities

At university level, joint degree combinations are very popular. Spanish complements a wide range of other disciplines such as Law, English, Business, Tourism, Accountancy, Marketing or indeed another language.

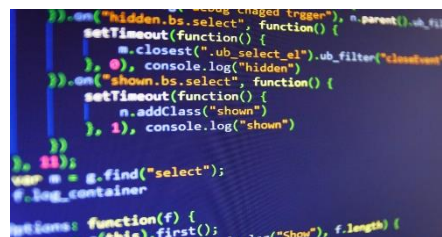
A language qualification increases your employability and gives you a head start on other potential employees, as by speaking another language you're vital to any company with international business links. There is an ever increasing demand by law, engineering, hospitality and sales companies, to name but a few, for employees to be able to offer a second language. Languages are key to the exciting multinational world we live in!



# Woodrush Sixth Form – Excellence Through Endeavour



## Computer Science



### Overview

Computer Science is a practical subject where students can apply the academic principles learned in the classroom to real-world systems. It's an intensely creative subject that combines invention and excitement, and can look at the natural world through a digital prism.

The aims of this qualification are to enable learners to develop:

- An understanding and ability to apply the fundamental principles and concepts of computer science, including: abstraction, decomposition, logic, algorithms and data representation
- The ability to analyse problems in computational terms through practical experience of solving such problems, including writing programs to do so
- The capacity to think creatively, innovatively, analytically, logically and critically
- The capacity to see relationships between different aspects of computer science
- Mathematical skills.

### Assessment

Unit 1- Computer Systems (01) - 140 marks – 40% of total A level - 2 hours and 30 minutes written paper

This component will introduce learners to the internal workings of the Central Processing Unit (CPU), the exchange of data and will also look at software development, data types and legal and ethical issues

Unit 2- Algorithms and Programming (02) – 140 marks – 40% of total A level – 2 hours and 30 minutes written paper

This component will incorporate and build on the knowledge and understanding gained in the Computer systems component (01).

In addition, learners should:

- Understand what is meant by computational thinking
- Understand the benefits of applying computational thinking to solving a wide variety of problems
- Understand the principles of solving problems by computational methods
- Be able to use algorithms to describe problems
- Be able to analyse a problem by identifying its component parts.

Unit 3 – Programming Project (03) 70 marks – 20% of total A level

Learners will be expected to analyse, design, develop, test, evaluate and document a program written in a suitable programming language. The underlying approach to the project is to apply the principles of computational thinking to a practical coding problem. Learners are expected to apply appropriate principles from an agile development approach to the project development.

### Requirements

Learners must display a strong work ethic and have an interest for the subject. Students are required to have coded using any relevant computer coding language (C+, Java, Python).

The course requires the minimum GCSE grades of a 7 in Math's or a GCSE grade 6 for Computer Science.

### Exam Board



OCR Computer Science  
A level (H446)

<https://www.ocr.org.uk/Images/170844-specification-accredited-a-level-gce-computer-science-h446.pdf>

### Progression and Career Opportunities

Computer Science is a practical subject where learners can apply the academic principles learned in the classroom to real world systems. It is an intensely creative subject that combines invention and excitement, and can look at the natural world through a digital prism. OCR's A Level in Computer Science will value computational thinking, helping learners to develop the skills to solve problems, design systems and understand the power and limits of human and machine intelligence. Learners will develop an ability to analyse, critically evaluate and make decisions. The project approach is a vital component of 'post-school' life and is of particular relevance to Further Education, Higher Education and the workplace. Each learner is able to tailor their project to fit their individual needs, choices and aspirations.