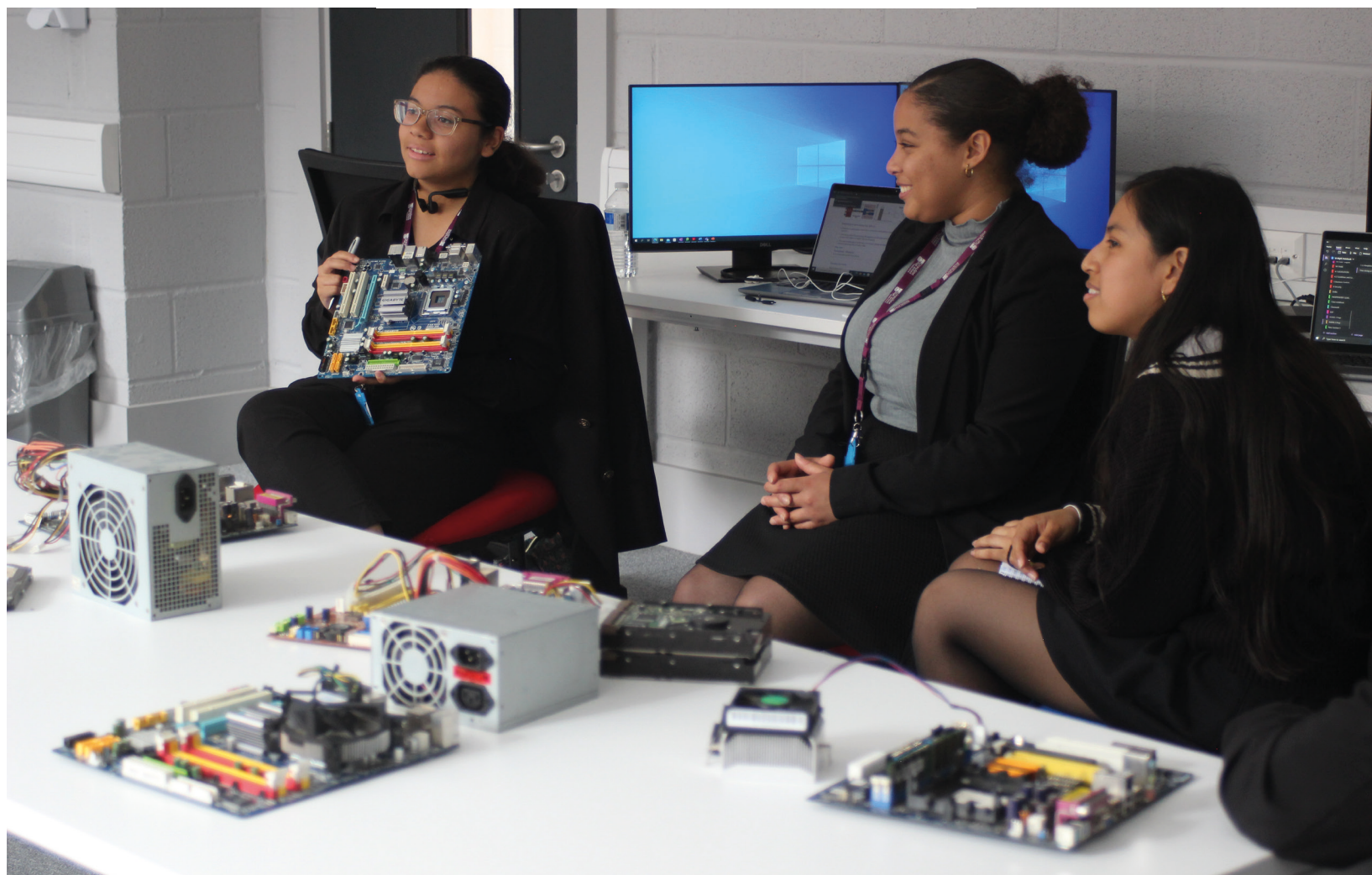




**Ursuline**  
**SIXTH FORM**  
WIMBLEDON

**Belong and Succeed**



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## Ursuline Sixth Form Course Guide

For **September 2023** (including subjects  
taught at Wimbledon College)

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A Guide for Students and Parents



# Welcome to the Ursuline High School Course Guide for September 2023 (including subjects taught at Wimbledon College)

This is an exciting time to be choosing Sixth Form courses. In this booklet, we will give you information about the range of courses which reflect the shared academic and vocational provision of the Ursuline High School and Wimbledon College. For each course there will be details of the examination board used by that subject, a brief course outline, details of the knowledge and skills that you will be developing as a student and an overview of how you will be assessed and examined. More detailed information relating to the courses offered is available on the subject flyers available on the Sixth Form Open Evening.

## Choosing the right course

We offer a range of courses, with different pathways based on prior attainment at GCSE.

### Advanced Level

Nearly all of our A Levels are two-year courses. They are examined in Year 13 at the end of the two-year course and graded from A\*-E. As of September 2017 all A Level qualifications have changed from modular to linear courses, examined at the end of Year 13. Although AS qualifications still exist, they do not count towards the final A Level. Progression into Year 13 is dependent on achieving at least a grade D in Year 12.

### T Levels

We offer a T Level in Business, Digital Production, Health, or Science. T Levels are an alternative to A levels, apprenticeships and other 16 to 19 courses. Equivalent in size to 3 A levels, a T Level focuses on vocational skills and can help students into skilled employment, higher study,

or apprenticeships. Each T Level includes an in-depth industry placement that lasts at least 45 days.

T Level students spend 80% of the course in their learning environment, gaining employers' skills. The other 20% is a meaningful industry placement, where they implement these skills.

### Level 2 Programme

These are one-year courses, similar to those studied at Key Stage 4. If you have not passed Mathematics or either English Literature or English Language with at least a grade 4, you will have to opt for the relevant course for you. All students on our Level 2 programme will study GCSE English Language, GCSE Mathematics and GCSE Biology.

## Course guide – list of courses on offer

### Level 3 – Two Year Courses

#### T Level Qualifications

T Level: Digital Production, Design and Development  
T Level Business: Leadership and Management  
T Level Health: Supporting the Adult Nursing Team  
T Level Science: Laboratory Science

#### BTEC Qualifications

BTEC Applied Science (Diploma)  
BTEC Business Studies (Double Award)  
Cambridge Technical Extended Certificate in Performing Arts (Single Award)  
BTEC Sport (Diploma)

### Advanced Level Qualifications

Art and Design  
Biology  
Business Studies  
Chemistry  
Computing  
Drama and Theatre Studies  
Economics  
English Language  
English Literature  
French  
Film Studies  
Geography  
History  
Mathematics  
Further Mathematics  
Music  
Photography  
PE (Sports Studies)  
Physics  
Politics

Psychology  
Religious Studies  
Sociology  
Spanish

### Advanced Subsidiary Level

Extended Project

### Level 2 – One Year Courses

#### GCSE

Mathematics GCSE  
English Language GCSE  
Biology GCSE

#### Vocational courses Level 2 (BTECs or equivalent)

Art Award  
Creative iMedia

We expect to offer all the courses below, but staffing constraints or student choices may mean that we are unable to offer some courses.

To help you choose the right course, you should talk to your tutor, Head of Year or Head of Sixth Form. Both schools also have specialist careers advisors. Your present teachers have a very good idea of your abilities and the courses which will suit you. If you are new to the Sixth Form you will be able to access advice after applying. Remember that final decisions about which subjects or courses can be followed are made in August in the light of examination results and career aspirations. When choosing courses you should consider:

### WHICH SUBJECTS I LIKE BEST AND ENJOY?

- Which courses do I need to do to qualify for the university, college courses or apprenticeships I want to do and for my future career?
- Does the package of courses look sensible and keep doors open for future progression?
- What do my GCSE grades tell me about my strengths and abilities and for which courses am I qualified?

### TECHNICAL COURSES

Technical courses follow a broad programme of study which keeps students' options open for employment, further training or further and higher education. The main difference between A Levels and technical courses is the structure of the programme and the methods of assessment.

- Students enjoy the variety, flexibility and independence which vocational courses offer, as each course is made up of units which are gained separately.
- Students work on their own and as part of a team, do short projects and longer assignments, and many gain experience in the workplace.
- Students take more responsibility for their own learning. Technical courses give them opportunities to decide what to do and how to go about it.
- Students' work is assessed by coursework and tests as they go along, giving them targets at which to aim.
- Students on technical courses are very often better prepared for university-style independent learning than students on non-vocational courses.
- Many students will choose to study both technical and non-technical courses together, thus increasing their skill set and keeping many options open for progression onto Level 3 courses, or into university or apprenticeships.

### THE LEVEL 2 OFFER

Students with the grades relevant to be on this one-year course will study English Language, Mathematics and GCSE Biology as part of their 'core' studies. These subjects are of paramount importance in gaining access to apprenticeships, into the world of work and also onto Level 3 courses. In addition, they will complete a Level 2 Arts Award and Creative iMedia course.

### CHANGES AFFECTING KEY STAGE 5 COURSES

The Government has introduced changes to several aspects of Advanced Level and Vocational subjects. Some subjects have had a new specification for first teaching from September 2015, others from 2016 and as of this academic year (September 2017), all courses, both A Levels and Vocational, have been reformed.

In addition, the AS will now be a stand-alone qualification and will not count towards the A level. All examinations will now be linear and therefore taken at the end of Year 13, covering the content of all the modules studied in Year 12 and 13.

The last major change affects vocational courses: although they remain essentially assessed through coursework, as of this academic year (September), students will have to sit an examination at the end of the course and it will count for 20-30% of their final grade.



## Two Year Courses

### T Level Digital Production, Design and Development

Taught at Ursuline High

#### Examination Board: Pearson

**Why choose this course:** The Digital T Level will offer students a mixture of classroom learning and 'on-the-job' experience during an industry placement of at least 315 hours (approximately 45 days). The course will provide the knowledge and experience needed to open the door into skilled employment, further study or a higher apprenticeship.

#### Course Fundamentals:

- Students complete a substantial industry placement with a prestigious employer to gain first-hand experience and develop the necessary skills that digital companies demand
- Learners gain an understanding of core theories, concepts and skills necessary for the digital industry
- Students develop specialist skills and knowledge necessary for a future career in the digital world

#### EXAMINATION/ASSESSMENT:

During Year 12 students will be examined on two core modules and complete an employer set project. During Year 13 there is an integration project to complete for the occupational specialism element of the course. All projects and exams are externally set and marked. The industrial placement is also a compulsory element of the course and is required to achieve the T Level.

### T Level Business: Leadership and Management

Taught at Ursuline High

#### Examination Board: City & Guilds

**Why choose this course:** This course will enable students to develop knowledge of a broad range of issues relevant to business, management and administration sectors, including:

and change management – an understanding of the common change management theories and models and how to support and improve projects.

Business context – an overview of organisational cultures and values, different types of internal and external stakeholder, different forms of governance and the impact of organisations on society and the environment.

Quality and compliance – the importance of maintaining and improving quality in all aspects of public and private sector organisations.

Business behaviours – the importance of good communication and adapting social communication styles to professional standards and according to purpose, medium and audience.

#### Course Fundamentals:

- Students complete a substantial industry placement with a prestigious employer to gain first-hand experience and develop the necessary skills that management companies demand
- Learners gain an understanding of core theories, concepts and skills necessary for the business industry
- Students develop specialist skills and knowledge necessary for a future career in the business

#### EXAMINATION/ASSESSMENT:

During Year 12 students will be examined on two core modules and complete an employer set project. During Year 13 there is an integration project to complete for the occupational specialism element of the course. All projects and exams are externally set and marked. The industrial placement is also a compulsory element of the course and is required to achieve the T Level.

### T Level Health: Supporting the Adult Nursing Team

Taught at Ursuline High

#### Examination Board: NCFE

**Why choose this course:** This course will enable students to develop the knowledge and skills required to work

in a range of health-related professions, including anatomy and physiology, principles of good scientific and clinical practice, working within the health and science sectors, core science concepts including the structure of cells, tissues and large molecules, microbiology, genetics, and immunology they will also learn about topics specific to health, including understanding the healthcare sector, supporting health and wellbeing and providing person-centred care. The exciting 45-day industry placement experience will enable students to develop practical and personal skills that are needed to be successful in a healthcare career.

#### Course Fundamentals:

- Students complete a substantial industry placement with a prestigious employer to gain first-hand experience and develop the necessary skills that health and science companies demand
- Learners gain an understanding of core theories, concepts and skills necessary for the health and science industry
- Students develop specialist skills and knowledge necessary for a future career in the health and science world

#### EXAMINATION/ASSESSMENT:

During Year 12 students will be examined on two core modules and complete an employer set project. During Year 13 there is an integration project to complete for the occupational specialism element of the course. All projects and exams are externally set and marked. The industrial placement is also a compulsory element of the course and is required to achieve the T Level.

### T Level Science: Laboratory Science

Taught at Ursuline High

#### Examination Board: NCFE

**Why choose this course:** This T Level has been developed in collaboration with key healthcare and science employers so the course meets the needs of industry and will prepare students for the workplace. It will provide learners with all the skills, knowledge and experience needed to enter a career in technical laboratory

# Two Year Courses

services (at assistant level or to progress to a higher-level apprenticeship or degree). The course involves a mix of classroom-based learning covering the core scientific concepts and key regulations across the health and science route, along with an exciting 45-day industry placement which employers set projects to develop students' skills the course occupational specialism.

## Course Fundamentals:

- Students complete a substantial industry placement with a prestigious employer to gain first-hand experience and develop the necessary skills that scientific companies demand
- Learners gain an understanding of core theories, concepts and skills necessary for the science industry
- Students develop specialist skills and knowledge necessary for a future career in the scientific world

## EXAMINATION/ASSESSMENT:

During Year 12 students will be examined on two core modules and complete an employer set project. During Year 13 there is an integration project to complete for the occupational specialism element of the course. All projects and exams are externally set and marked. The industrial placement is also a compulsory element of the course and is required to achieve the T Level.

## Art and Design

Taught at Ursuline High

### Examination Board: Pearson Edexcel – A Level

**Why choose this course:** The Art and Design course is an exciting and creative course that ensures the practical skill development of drawing, painting, photography, textiles, sculpture and design. The course provides students with opportunities to develop personal responses to ideas, observations, experiences, environments and cultures in practical, critical and contextual forms.

## Course Fundamentals:

- Students gain experience of working with a range of relevant materials, processes, technologies and resources.

- Students explore how ideas, feelings and meanings can be conveyed and interpreted in images and artefacts developing a working vocabulary and specialist terminology.
- Students develop an appreciation of how images and artefacts relate to the time and place in which they were made and to their social and cultural contexts.

## EXAMINATION/ASSESSMENT:

This A level consists of 2 components. Component 1 – Personal Portfolio is worth 60% of the overall grade. The Externally Set assignment is worth 40% of the overall grade.

The Personal Portfolio incorporates three major elements: supporting studies, practical work, and a personal study. Personal Portfolio skills are developed starting at the beginning of Year 12 and lead in to the Personal Portfolio project starting in Summer B and continuing to the end of Autumn B of the second year. Students have to work in at least two disciplines. Graphics, sculpture, Textiles, Fine Art are examples of the disciplines students can choose from.

The Externally Set assignment incorporates two major elements: preparatory studies and a 15-hour period of sustained focus. The externally set assignment title is released on 1st February culminating in the 15-hour exam (sustained focus) in April.

The students' work is both internally assessed throughout the year and externally assessed at the end of the year.

## Art and Design

Taught at Wimbledon College

### Examination Board: Pearson Edexcel – AS Level and A Level

**Why choose this course:** The A-level Art and Design course provides students with exciting opportunities to develop personal creative responses to ideas, observations, experiences, environments and cultures in practical, critical and contextual forms. Students are introduced to a variety of experiences employing a range of appropriate media, processes and techniques and build upon the knowledge, understanding and skills gained at GCSE with greater depth of study.

## Course Fundamentals:

- Students will learn how to follow a creative process, in which they explore and develop approaches to communicating ideas visually. They will explore how to generate and develop new ideas and develop their intellectual, imaginative, creative and intuitive capabilities.
- Students will learn to be pro-active, persistent and self-motivated, developing independence of mind in developing, refining and communicating their own ideas, their own intentions and their own personal outcomes in order to produce creative, dynamic and exciting outcomes.
- Students will understand how art and design can inspire and challenge the viewer through interaction with their work and engagement with their ideas and continue to develop their interest and enjoyment of art and design whilst building their knowledge and understanding of art and design and media and technologies in contemporary and past societies and cultures.
- Students will be encouraged to work and develop skills in a multi-disciplinary and cross-disciplinary way, exploring the connections between areas of art, craft and design and gaining knowledge and understanding of the scope and variety of disciplines and approaches including painting and drawing, printmaking, sculpture, lens-based image making and digital photography.

## EXAMINATION/ASSESSMENT

This A level consists of 2 components. Component 1 – Personal Portfolio is worth 60% of the overall grade. The Externally Set assignment is worth 40% of the overall grade.

Component 1: The Personal Portfolio comprises a portfolio of development work and outcomes based on themes and ideas developed from personal starting points. Students' skills are developed throughout Year 12 and lead to a personal study in which pupils develop their contextual research and understanding in a minimum 1000 word essay before developing practical work in response.

## Two Year Courses

Component 2: The Externally Set Assignment requires pupils to respond to an externally set theme with suggested starting points. It incorporates two major elements: preparatory studies and a 15-hour period of sustained focus. The externally set assignment title is released on 1st February culminating in the 15-hour exam (sustained focus) in May.

Students' work is both internally assessed throughout the two years, and externally assessed at the end of the Year 13.

### Art and Design – Photography

Taught at Wimbledon College

#### Examination Board: Pearson Edexcel – A-Level

**Why choose this course:** The Photography course provides students with opportunities to develop personal responses to ideas, observations, experiences, environments and cultures in practical, critical and contextual forms. Students are introduced to a variety of experiences employing a range of appropriate media, processes and techniques and, as the course progresses, build upon the knowledge, understanding and skills gained in Year 12 with greater depth of study in Year 13.

#### Course Fundamentals:

- Students are given opportunity to explore elements of visual language, line, form, colour, pattern and texture in the context of Photography.
- Students develop an ability to respond to an issue, theme, concept or idea or work to a brief or answer a need in Photography.
- Students gain an appreciation of viewpoint, composition, depth of field and movement as well as time-based photographic techniques.
- Students develop an understanding of the appropriate use of the camera, film, lenses, filters and lighting for work and techniques related to the developing and printing of photographic images, where appropriate, presentation and layout.

This A level consists of 2 components. Component 1 – Personal Portfolio is worth 60% of the overall grade. The Externally Set assignment is worth 40% of

the overall grade.

#### EXAMINATION/ASSESSMENT

This A level consists of 2 components. Component 1 – Personal Portfolio is worth 60% of the overall grade. The Externally Set assignment is worth 40% of the overall grade.

Component 1: The Personal Portfolio comprises a portfolio of development work and outcomes based on themes and ideas developed from personal starting points. Students' skills are developed throughout Year 12 and lead to a personal study in which pupils develop their contextual research and understanding in a minimum 1000 word essay before developing practical work in response.

Component 2: The Externally Set Assignment requires pupils to respond to an externally set theme with suggested starting points. It incorporates two major elements: preparatory studies and a 15-hour period of sustained focus. The externally set assignment title is released on 1st February culminating in the 15-hour exam (sustained focus) in May.

Students' work is both internally assessed throughout the two years, and externally assessed at the end of the Year 13.

### Biology

Taught at Ursuline High School

#### Examination Board: AQA – A Level

**Why choose this course:** In Biology you need a critical and questioning approach, enthusiasm, and a real interest in the subject. The course develops the fundamental principles of biology and helps nurture a passion for the subject through practical investigation and engaging learning. People wishing to go further in the following fields would be well suited to the course: biological sciences, medicine/medical fields, dentistry, veterinary medicine, marine biology and forensics.

#### Course Fundamentals:

- Students cover topics including biological molecules, cells, organisms and exchange substances.
- The course covers areas on genetics, variation, the control of gene expression

- Students study relationships between organisms, energy transfers in and between organisms, how organisms respond to changes in internal and external environments, evolution and ecosystems

#### EXAMINATION/ASSESSMENT

The A level course assessment consists of three externally examined papers, each 2 hours in length. Practical skills are assessed through core practical activities within the two years and the theory is tested through each examination. A certificate is delivered at the end of the A Level course.

### Biology

Taught at Wimbledon College

#### Examination Board: Pearson Edexcel – A Level

**Why choose this course:** Biology is a fascinating science - a dynamic and living subject. Arguably one of the fastest growing areas of science - new discoveries in Biology are pushing the boundaries of what we previously thought possible. Biology is not without its controversies - students of Biology need to ask important questions about when life begins and how we use the power of science.

- The course aims to introduce students to the fundamental principles of Biology - including life processes (respiration and photosynthesis), cell biology, genetics and ecology.
- The course covers three A level modules: Biochemistry, Microbiology and Genetics, Physiology, Evolution and Ecology, Practical Principles in Biology.

#### EXAMINATION/ASSESSMENT

The A level is taught over two years, with 3 examined modules and a coursework element.

### Business Studies

Taught at Ursuline High

#### Examination Board: AQA- A Level

**Why choose this course:** The course introduces students to a range of challenges and issues faced when starting a new business. They will cover the

# Two Year Courses

key areas of finance, marketing, HR and operations as well as investigating case studies to see how successful business strategies have been implemented. Finally, they will look at changes in the broad business environment and how businesses respond.

## Course Fundamentals:

- Knowledge of basic business concepts and key business terms.
- Critical understanding of how organisations are managed.
- Evaluative skills applied to case studies.
- Broad appreciation of the wider societal context.
- Decision-making and problem solving skills.
- Numerical analysis of current data.
- Written and oral English
- Independent research
- Team working
- Presentation skills

## Course Content: Year 12

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

## Course Content: Year 13

1. Analysing the strategic position of a business
2. Choosing strategic direction
3. Strategic methods: how to pursue strategies
4. Managing strategic change

## Business Studies

Taught at Wimbledon College

### Examination Board: OCR - A Level

**Why choose this course:** The course aims for pupils to develop an interest and enthusiasm for the study of business through gaining a holistic understanding of how businesses operate. For pupils to develop a critical understanding of organisations and their ability to meet society's needs and wants and that in doing so there is a need to be aware of ethical dilemmas and responsibilities faced by organisations and individuals.

#### Course Fundamentals:

- Meeting Customer Needs
- Marketing Mix and Strategy
- Entrepreneurs and Leaders
- Financial Planning
- Reserve Management
- Business Objectives and Strategy
- Business Growth
- Assessing Competitiveness
- Globalisation/ Expansion
- Global Marketing
- The Market
- Business Growth
- Managing People
- Raising Finance
- Managing Finance
- External Influences
- Influences on Business Decisions
- Decision Making Techniques
- Managing Change
- Global Markets and Business
- Global Industries and Companies

#### EXAMINATION/ASSESSMENT

At A Level 3 Units are required to be covered and a 2 hour written examination for each unit sat.

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## Business Studies Level 3 BTEC Diploma

Taught at Wimbledon College

### Examination Board: Pearson

## Edexcel BTEC Diploma

**Why choose this course:** The BTEC Level 3 in Business, which is equivalent to two GCE A Levels, aims to offer young people the chance to develop the skills, knowledge and attributes that they need to succeed in business, or to progress to further or higher education. The nature of the course is mainly coursework with one exam and two controlled assessments.

#### Course Fundamentals:

- Business Environment including resources and communication
- Introduction to Marketing and the use of new technology
- Investigating business (both National and International)
- Business Ethics
- Economics
- Retail
- Human Resources
- Communications Technology
- Business Management

#### EXAMINATION/ASSESSMENT

This course comprises eight units, of which six are mandatory and two are optionals. Three of the six mandatory units will be assessed externally. Units 2 (Developing a Marketing Campaign), 3 (Personal and Business Finance) and unit 6 (Principles of Marketing) are all externally assessed. This will mean that both unit 2 and 6 will be assessed as a controlled assessment whilst unit 3 will be an external exam.





## Chemistry

Taught at Ursuline High

### Examination Board: AQA – A Level

**Why choose this course:** This course suits logical students and enables students to have access to a diverse range of courses at university such as Biochemistry, Medicine, Dentistry, Pharmacy, Pharmacology, Environmental Sciences and Forensics.

#### Course Fundamentals:

- In chemistry, students learn how the study of properties of materials enables chemists to deduce how elements are bonding. They will observe and explain patterns in the Periodic Table, as well as explore the group of Transition metals in detail.
- Students will also learn about Organic chemicals, such as Alkanes, Alkenes, Alcohols, Halogenoalkanes and many more. Students develop problem solving skills through the use of spectroscopy. This will be applied to the study of chemical processes occurring in the atmosphere, focusing on the depletion of the ozone layer and the greenhouse effect.
- They will use mathematics to work out the amount of chemicals in a given substance. They will investigate equilibria and how equilibria can be displaced. Students will understand how the speed of reactions can be controlled and how mathematical relationships in kinetics enable the chemist to deduce how chemicals react with one another.

#### EXAMINATION/ASSESSMENT

At the end of Year 13, the A Level is assessment is done through three papers, the A Level assessment is done through three papers, each 2 hours in length. The first one examines the inorganic chemistry, the second one examines the organic chemistry. Physical chemistry is split between the two papers, each paper represents 35% of the A-level. The last paper is worth 30% of the mark and examines any part of the syllabus and elements of the practical chemistry. Students' practical skills will be assessed through activities within the two years and a certificate is assessed through a Science Practical Endorsement. It will not contribute to the overall grade

for the qualification, but the result will be recorded on the student's A level certificate.

## Chemistry

Taught at Wimbledon College

### Examination Board: Pearson Edexcel – A Level

**Why choose this course:** The course introduces and extends the ideas and implications of modern chemistry, through experimental work. A wide range of experiments are undertaken by the student which support the teaching of key concepts. The course develops the key skills of data handling and analysis, thinking creatively, planning, problem solving, and the linking of ideas.

#### Course Fundamentals:

- The relationship between chemical bonding, structure, and the physical and chemical properties of substances.
- How energy transfers and changes to the order of the system, entropy, can be used determine the feasibility of reactions.
- The application of chemical principles to industrial chemistry and environmental chemistry.

#### EXAMINATION/ASSESSMENT

The course has several modules - leading to a full A Level at the end of Year 13.

**Paper 1:** 1 hour 45 mins, 90 marks, 30%

**Paper 2:** 1 hour 45 mins, 90 marks, 30%

**Paper 3:** 2 hours 30 mins, 120 marks, 40%

Students' practical skills will be assessed through the Science Practical Endorsement. It will not contribute to the overall grade for the qualification, but the result will be recorded on the students' A Level certificate.

## Computing

Taught at Wimbledon College

### Examination Board: OCR – A Level

**Why choose this course:** The new linear A level focuses on programming and emphasises the importance of computational thinking as a discipline.

The course also has a focus on Maths, though much of this will be embedded in the course. Students will solve problems and design systems and software and will apply the academic principles learned in the classroom to real world systems.

#### Course Fundamentals:

- Components of a computer and their uses
- Types of software and the methodologies used to develop them
- How data is exchanged between systems
- How data is represented and stored in different structures and the use of different algorithms
- Laws surrounding the use and ethical issues that can arise from the use of computers
- What is meant by computational thinking
- How computers are used to solve problems and programs can be written to solve them
- The use of algorithms to describe problems and standard algorithms

#### EXAMINATION/ASSESSMENT

The A level is taught as 3 modules.

1. Computer systems: an externally marked paper worth 40% with a 2hr 30 mins exam
2. Algorithms and programming: an externally marked paper worth 40% with a 2hr 30 mins exam
3. Programming project: internally assesses, externally moderated project worth 20%

## Drama & Theatre Studies

Taught at Ursuline High

### Examination Board: Pearson Edexcel – A Level

**Why choose this course:** This is an academic subject, recognised by the universities, designed to attract students with an interest in the theatre, TV and theatre production. The course covers theatrical practitioners, past and present, theatre history and the study of set plays, and the development of a critical analytical approach towards contemporary theatre.

# Two Year Courses

## Course Fundamentals:

- Students will be prepared to be actively engaged in theatre performance work.
- The course is delivered through a practical and analytical approach to theatre.

## EXAMINATION/ASSESSMENT

**Component 1** - Coursework: Devising a live theatre performance (40% of the qualification, 80 marks). There are two parts to the assessment: a typed or recorded/verbal portfolio or a combination of both and the performance.

**Component 2** - Coursework: Text in Performance (20% of the qualification, 60 marks). A group performance realisation 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 Written examination (2 hours 30 minutes, 40% of the qualification, 80 marks).

- Section A: Evaluating a live theatre evaluation.
- Section B: As a class, practically explore a complete performance text, focusing on how this can be realised for performance. Students answer two extended response questions based on an unseen extract from the performance text they have studied.
- Section C: Practical exploration and interpretation of another complete performance text, in light of a chosen theatre practitioner – focusing on how this text could be reimaged for a contemporary audience.

## Economics

Taught at Ursuline High & Wimbledon College

**Examination Board: Pearson Edexcel – A Level**

**Why choose this course:** The course aims to give an insight into key issues in the news affecting everyday life. Our goal is to allow you to understand the forces driving things like the price of oil, exchange rates and the level of unemployment in an economy.

The subject is split into two main sections; microeconomics and macroeconomics. Whereas macro looks at the big issues affecting the economy as a whole, micro looks at a smaller scale. In the first year of the course you will study markets, market failure and the UK economy whilst in the second year of the course you will study business behaviour, the labour market and global economics.

## Course Fundamentals:

- Government debt
- Unemployment
- Exchange rates
- Prices: why do they always seem to rise?
- Business: why and how do firms compete?

## EXAMINATION/ASSESSMENT

There are three two hour written examinations at the end of the A Level course. Paper 1 will focus on markets and business behaviour (35%), Paper 2 will focus on the national and global economy (35%) whilst Paper 3 will focus on microeconomics and macroeconomics (30%).

## English Language

Taught at Ursuline High

**Examination Board: Pearson Edexcel – A Level**

**Why choose this course:** This course covers language variation: how 21st century language varies according to identity and use, and how language has changed over time from 1550 to the present day. Students study how children between the ages of 0 and 8 learn to speak and write. Later in the course they submit a creative writing folder choosing between fiction or journalism genres, together with a reflective commentary. Finally they select a specialist language topic such as English dialects or language and power, and conduct their own linguistic investigation in preparation for examination.

## Course Fundamentals:

- Extend GCSE skills, comparing how writers convey identity considering different genres, purposes and

audiences

- Learn specific linguistic terminology to identify, label, sort and analyse language
- Link to History, Geography and foreign languages by understanding how English has developed over time
- Cross-over with Psychology and Sociology in the research, data gathering and experimental nature of a real language investigation, as well as the psycho-social reasons for using specific types of language.
- Develop their own creative writing.

## EXAMINATION/ASSESSMENT

Three examinations on:

Language Variation – 2 hour 15 mins examination (35%);

Child Language – 1 hour (20%);  
Investigating Language (pre-release) 1 hour 45 mins (25%).

A 'Crafting Language' coursework folder is also submitted consisting of two pieces of original writing plus an analytical, reflective commentary (20%).

## English Literature

Taught at Ursuline High & Wimbledon College

**Examination Board: OCR – A Level**

**Why choose this course:** The course aims to develop and improve students' ability to understand and analyse literature across all three main forms: prose, poetry and drama. For success in English Literature, students must combine a thorough knowledge of the set texts with the ability to present a reasoned and coherent line of thought. The ability to compare different writers' styles and approaches is a key objective along with and enthusiasm for literature and wide reading.

## Course Fundamentals:

- Students enhance their skills on close prose analysis
- Students develop a consideration of how language and structure are manipulated for effect.
- Students gain an insight into the role of context in shaping great literature.

## Two Year Courses

- Students compare texts across genres and time periods.

### EXAMINATION/ASSESSMENT

The course is taught in modules and is assessed through a mixture of non-examined Assessments (coursework) and Examined Assessments.

**Component 1** – Shakespeare, Drama and Poetry, Pre-1900. (40% of A Level). Examination 2 hours 30 mins.

**Component 2** – Comparative and contextual study. (40% of A Level) Examination 2 hours 30 mins.

**Component 3** – Non-examined Assessment on Literature, Post-1900. (20%).

### Extended Project Qualification

Taught at Ursuline High & Wimbledon College

**Examination Board: Ursuline High: AQA; Wimbledon College: Pearson Edexcel**

**Why choose this course:** The Extended Project Qualification (EPQ) is equivalent to an AS Level qualification, with the possibility of attaining an A\* grade. The EPQ allows each student to embark on a largely self-directed and self-motivated project. Students must choose a topic, plan, research and develop their idea and decide on their finished product.

We encourage creativity and curiosity. A project topic may be directly related to a student's main study programme, but should look beyond the specification. Students will learn taught skills such as how to choose a topic and phrase a title; how to select, evaluate and reference research sources; how to structure an argument, as well as project-management skills.

A finished EPQ product may take the form of a:

- Research based written report (5,000 words)
- Production\* (e.g. charity event, fashion show or sports event etc.)
- An artefact\* (e.g. piece of art, a computer game or realised design)

\*A written report must accompany these options.

### Course Fundamentals:

- EPQ is an additional qualification choice, taught in just 2 periods a week; students are expected to do the majority of their project outside lesson times.
- Students may choose to do a project on a topic of their choice.
- The EPQ can link to any subject, future career choices, or hobbies / interests.
- Promotes strong essay writing, investigative, research and management skills.

### EXAMINATION/ASSESSMENT:

As well as the finished product, students must also record their project process in their Production Log and give a formal presentation about their project an audience. All aspects are assessed and grades A\*-E awarded by the centre supervisor and coordinator; projects are then moderated by the examination board.

### Geography

Taught at Ursuline High & Wimbledon College

**Examination Board: AQA – A Level**

**Why choose this course:** Geography is often regarded as a bridge between the arts and the sciences; it aims to develop an understanding of the variable nature of the earth's physical landscape and the complex nature of our own relationships and interactions with the environment. The course aims to investigate both Human and Physical Geography in greater depth. Topics include: Water and Carbon Cycles, Coastal systems, Hazards, Global systems and Governance, Changing Places and Population. Students will be engaged through the most up to date topical material as well as by attending field trips to carry out and learn techniques of geographical investigations.

### Course Fundamentals:

- Students develop an enjoyment of both Human and Physical Geography
- Students gain an interest in the world around them and an appreciation of our planet
- Students further develop their high level of written communication skills.

- Students become proficient in analysing and interpreting graphical data

### EXAMINATION/ASSESSMENT

**PAPER 1 Physical** – 2.5 hour exam: 120 marks. 40% of A Level

- Section a) Water and Carbon Cycles
- Section b) Coastal Systems and landscapes
- Section c) Hazards
- Field trip summer of year 12

**PAPER 2 Human** – 2.5 hour exam: 120 marks. 40% of A Level

- Section a) Global systems and global governance
- Section b) Changing places
- Section c) Contemporary urban environments

**PAPER 3 (no exam)**

- Geography Fieldwork investigation: 60 marks. 20% of A Level (3 000 – 4 000 words)

### History

Taught at Ursuline High

**Examination Board: OCR – A Level**

**Why choose this course:** Students will undertake breadth and depth studies to develop an understanding of a specific time period as well as the key events and turning points in History. Students build an extensive knowledge of the topics studied as well as developing skills such as analysis, evaluation and interpretation.

### Course Fundamentals:

- Students study the Early Tudors in England (1485-1558)
- Democracy and Dictatorship in Germany (1919-1963)
- Students cover work on The Middle East (1908-2011)
- The Development of Rights for Women in Great Britain (1865-c.1918) is the core focus of the coursework assignment

### EXAMINATION/ASSESSMENT

There are four units in the A Level:

**Units 1 and 2** are studied in Year 12 and **Units 3 and 4** are studied in Year 13.

**Unit 1** – British period study (25%). Examination: 1 hour 30 mins (Early Tudors)

# Two Year Courses

**Unit 2** – Non-British period study (15%).  
Examination: 1 hour (Democracy and Dictatorship in Germany)

**Unit 3** – Thematic study on historical interpretations (40%). Examination: 2 hours 30 mins (Civil Rights in the USA)

**Unit 4** – Coursework assignment – 4000 word essay (20% - Development of Rights for Women)

## History

Taught at Wimbledon College

### Examination Board: OCR–A Level

**Why choose this course:** The aim of the History A Level course is to ensure that students will develop their interest in and enthusiasm for the subject and an understanding of its intrinsic value and significance. They will be able to build on their knowledge of the past through experiencing a broad and balanced course of study. The two-year course will develop a range of skills including:

In the first year, students study a British period and enquiry unit 'From Pitt to Peel 1783-1853' and a non-British period 'The Cold War 1941-95'. In the second year, students follow a thematic study unit containing a focus on historical interpretations 'Britain and Ireland 1791-1921,' whilst also researching and writing up a 3000-4000 word essay on an aspect of 'Nazi Germany 1933-45.'

- From Pitt to Peel
- The Cold War
- Britain and Ireland
- Nazi Germany Coursework

### EXAMINATION/ASSESSMENT

The course is assessed through coursework and external examination.

**Unit 1:** (25%) Examination: 1 hour 30 mins

**Unit 2** (15%) Examination: 1 hour

**Unit 3** (40%) Examination: 2 hours 30 mins

**Unit 4** – Coursework assignment – 4000 word essay (20%)

## IT

Taught at Wimbledon College

### Examination board: Pearson Edexcel – BTEC Level 3 National Extended Certificate

**Why choose this course:** This qualification is equivalent to one A Level and provides students with up-to-date IT industry knowledge as well as a range of practical skills required to succeed in higher education and in a modern day career. Students will develop a common core of IT knowledge and study areas such as the relationship between hardware and software that form an IT system, managing and processing data to support business, using IT to communicate and share information, computational thinking skills and the principles of designing and developing computer programs.

### Course Fundamentals:

The objective of this qualification is to give learners the opportunity to develop their knowledge and skills in information technology systems, systems management and social media in business and programming.

Learners will study these units:

**Unit 1:** Information Technology Systems (Y13 –External Assessment – 2 hr Written exam)

**Unit 2:** Creating Systems to Manage Information (Y12 –External Assessment – 10hr practical exam)

**Unit 3:** Using Social Media in Business (Y12 – Assignment, internally assessed)

**Unit 6:** Data Management (Y13 – Assignment, internally assessed)

### EXAMINATION/ASSESSMENT

This course consists of 4 units in total including 3 mandatory units and 1 optional unit. The grades offered are Pass, Merit, Distinction and Distinction\*.

## Mathematics

Taught at Ursuline High & Wimbledon College

### Examination Board: Pearson Edexcel – A Level

**Why choose this course:** For the suitable

candidate, Mathematics is a valuable A Level qualification which has become increasingly desirable in recent years as a support subject in areas such as Science, Geography, Economics and Business Studies. The whole of the linear course content is compulsory without any options for choice. Two-thirds of the course content is pure mathematics and one-third content is applied mathematics. The applied mathematics content consists of half statistics and half mechanics.

The pure mathematics content includes algebra and functions, coordinate geometry, trigonometry, calculus, vectors and proofs. The statistics content includes statistical sampling, data presentation and interpretation, probability, statistical distributions and statistical hypothesis testing. The mechanics content includes kinematics, forces and Newton's laws and moments.

### Course Fundamentals:

- A strong skill set of algebraic manipulation is essential to the development of skills from GCSE to A Level
- Applied content makes use of mathematical techniques within contextualised problem solving situations.
- Mechanics includes the study of motion, force, momentum and kinematics
- Statistics includes the study of probability, statistical diagrams, correlation and measures of average. The Edexcel pre-released large data set (LDS) containing real data is used during the course to enable students to become familiar with it as some of the exam questions are based on the LDS.
- Use of ICT is an integral part of the course, particularly in the statistics content
- Real-life modelling is an integral part of the course

### EXAMINATION/ASSESSMENT

A-Level Mathematics is examined in three papers of equal weighting at the end of Year 13. A calculator is allowed in all three exam papers

**Paper 1:** 2 hours – 100 marks – Pure mathematics content assessed at A Level standard

**Paper 2:** 2 hours – 100 marks – Remaining pure mathematics content



## Two Year Courses

**Paper 3:** 2 hours –100 marks – statistics and mechanics content from both years split into two sections.  
Section A: Statistics (50 marks); Section B: Mechanics (50 marks)

### Mathematics – Further Mathematics

Taught at Ursuline High & Wimbledon College

#### Examination Board: Pearson Edexcel – A Level

**Why choose this course:** This course is ideal for students who have a passion in Mathematics and who thrive on challenge. Students develop the skills to explore new and more sophisticated mathematical concepts beyond A Level Mathematics.

#### Course Fundamentals:

- The course is designed so that students aim for an A Level in Mathematics in their first year and then they move on to begin the Further Maths modules which build on prior knowledge and understanding.
- Students should already have a natural aptitude for solving problems and a great enjoyment of the subject. Problem solving is a key component of the course.

#### EXAMINATION/ASSESSMENT

All papers 1hr 30 mins

**Paper 1** – Further Pure Maths 1

**Paper 2** – Further Pure Maths 2

**Paper 3** – Further Maths Option 1 One from Further Pure, Further Statistics, Further Mechanics, Decision Maths

**Paper 4** – Further Maths Option 2 One from Further Pure, Further Statistics, Further Mechanics, Decision Maths

### Modern Languages:

#### French

Taught at Ursuline High

#### Spanish

Taught at Ursuline High School & Wimbledon College

#### Examination Board: AQA – A Level

**Why choose this course:** Modern Languages are highly regarded by universities and studying a language at A Level offers the opportunity to not only continue with languages in further education, but also to integrate it as a part of many degrees, thus adding an additional life skill to your CV. The emphasis in new syllabuses is on contemporary issues, current affairs and communication skills, the ability to discuss and debate contemporary and often controversial society issues in the target language. The course provides many opportunities to attend conferences and cultural events throughout the year. There is also an opportunity for work experience abroad during February half-term - in France or Spain - which has proved an invaluable experience for previous students.

#### Course Fundamentals:

- A seven-week module focusing on consolidating and deepening students' knowledge and understanding of the grammar.
- Practice and experience of the language as well as the culture are gained through the weekly use of authentic topical material, e.g. traditional /current songs, newspaper headlines, magazine articles, radio and TV programmes, now accessible via the internet. Students also have the opportunity and are encouraged to borrow DVDs and watch films on a regular basis.
- Students will study topics related to aspects of, culture, politics and literature of the countries where the language is spoken and students are expected to extend their studies at home using various forms of media; homework, prep work and independent learning sessions are all used to help the students acquire key further education study skills as well as to ensure that they experience and enjoy the language outside the classroom.
- In teaching and learning the target language predominates once the grammar module has been done, and answers in English are kept to a minimum so students feel fully immersed. Some of the opportunities to attend conferences and cultural events, via the KS5 society include:

students organising events / screening of films and seminar at BFI and the target language institutes (French, Goethe, Cervantes) / seminars and debates attended via our "Lingua Franca" link with Kings' College

#### EXAMINATION/ASSESSMENT

The assessment consists of three papers. Paper 1 is the Listening, Reading and Writing assessment (2h30mins and 50% of the A-Level) ; Paper 2 is the Writing assessment (2 hours and 20% of A-Level) and Paper 3 is the Speaking assessment (21-23 minutes, including 5 minutes preparation time and 30% of the A-Level).

### Music

Taught at Wimbledon College

#### Examination Board: Pearson Edexcel – A Level

**Why choose this course:** This course continues the format of study from the GCSE Music course and, as such, is divided between performing music, composing music and appraising a wide range of pieces. Students will learn to perform, compose and appreciate different types of music, developing critical and creative thinking, cultural, aesthetic and emotional awareness, and the ability to make music individually and as part of a group. All styles of music can be submitted for the performing and composing elements. Students will need to be able to follow conventional notation and be able to use notation software.

#### Course Fundamentals:

- Performing music (30%)
- Composing music (30%)
- Appraising music (40%)

#### EXAMINATION/ASSESSMENT

The student will prepare a recital at least eight minutes in length in which they will perform one or more pieces. They can sing or play and this can be undertaken as a soloist or in an ensemble. The style of music performed is chosen by the candidate.

The composing element requires the submission of two compositions at least one of which has to be based on a brief set by Edexcel. It is likely that all candidates would use conventional notation and notation software for this

# Two Year Courses

although, depending on the style of music being composed and / or the given brief, it may be possible to use alternative scores. One composition has to be at least four minutes long and the other at least one minute long. In total both pieces must have a duration of at least six minutes.

For the appraisal assessment students will study music from a range of styles and traditions including vocal music, instrumental music, music for film, popular music and jazz, fusions and new directions. There are three set works and a wide range of other related music to study for each area. There is a final two hour written examination in which students' knowledge and understanding is tested through a mixture of listening questions and written responses.

## Performing Arts (Drama) Cambridge Technical Extended Certificate Level 3

Taught at Wimbledon College

### Examination Board: OCR

**Why choose this course:** The course aims to develop your love of drama, theatre, film and performance. You will improve your ability to work within a team, as well as your performance skills and your critical awareness of performance.

#### Course Fundamentals:

- Professions in the performing arts sector and how to sustain a career in this field, with practical opportunities.
- Learning about community arts projects, one of which you will also plan
- Learning about theatre companies and how they use particular styles of work
- You will also develop performances and show that you understand the creative processes involved

### EXAMINATION/ASSESSMENT

The course has several units.

Unit 1 – Portfolio – externally assesses

Unit 2 – Project proposal – externally assessed

Unit 3 – Performance – externally

assessed

Unit 4 – Documentary evidence of the development process – internally assessed

Unit 8 – Performing Repertoire-devising performances in the style of practitioners

## Physical Education (Sports Studies)

Taught at Wimbledon College

### Examination Board: OCR – A Level

**Why choose this course:** Physical Education examines both the practical aspects of Physical Education but also the theoretical aspects such as Anatomy and Physiology, Biomechanics, Acquiring Movement Skills, Sports Psychology and Socio-cultural/Contemporary Issues. Students have the chance to coach or perform in a practical area of Physical Education.

#### Course Fundamentals:

- Paper 1 (90 marks – 30% of total A level – 2 hour exam) on applied anatomy & physiology, exercise physiology and biomechanics.
- Paper 2 (60 marks – 20% of total A level – 1 hour exam) on skill acquisition and sports psychology.
- Paper 3 (60 marks – 20% of total A level – 1 hour exam) on Sport and society & contemporary issues in physical activity and sport.
- Students evaluate and analyse performance in their chosen sport. They are only assessed in one sporting activity over the 2 years which is 30% of the total grade.

### EXAMINATION/ASSESSMENT

3 written exams

Physiological factors effecting performance – 90 marks 2-hour written paper

Psychological factors effecting performance – 60 marks 1-hour written paper

Socio-cultural issues – 60 marks 1 hour written paper

Practical exam – 60 marks practical performance & Analysis of Performance.

## Physics

Taught at Ursuline High

### Examination Board: AQA – A Level

**Why choose this course:** Physics is an excellent subject that leads to many further education pathways including Medical Physics, Radiography, Architecture, Actuary, Optician, Engineering and even Stock Broking. The AQA Physics specification incorporates many aspects of Physics from our everyday lives into its course. This engaging and inspiring GCE Physics specification houses both classical and modern day physics concepts under the one course of study. The students look at ideas that defined Physics through the ages, from Newtonian ideas of projectile motion to modern day advances such as particle physics, the development of medical physics and the production of the atomic bomb.

#### Course Fundamentals:

- The first year of the syllabus is broken up into 5 topics: Measurement and their errors, Particles and radiation, Mechanics and materials, Waves and Electricity. In the second year, students continue their studies with three further compulsory topics: Further mechanics and thermal physics, Fields and their consequences and Nuclear physics.
- In addition to this the students must choose at least one of the special topics below: Astrophysics, Medical physics, Turning points in physics, Engineering physics (re-branded Applied physics) and Electronics.

### EXAMINATION/ASSESSMENT

There are three 2 hour papers: Paper 1 (34% of A Level), Paper 2 (34% of A Level) and Paper 3 (32% of A Level). In addition to theoretical work, students will be expected to develop 12 key practical skill sets through topic based practicals.

## Physics

Taught at Wimbledon College

### Examination Board: Pearson Edexcel – A Level

**Why choose this course:** The course aims to introduce the laws, theories and models of modern physics and explore

their practical applications. Students are encouraged to reinforce their knowledge through extensive practical work.

#### Course Fundamentals:

- Mechanics
- Materials
- Waves
- Electricity
- Light
- Thermal Energy
- Nuclear Decay
- Oscillations
- Astrophysics and Cosmology
- Further Mechanics
- Electric and Magnetic Fields
- Particle Physics

#### EXAMINATION/ASSESSMENT

**Unit 1** Advanced Physics I

Exam 1hr 45 30%

**Unit 2** Advanced Physics II

Exam 1hr 45 30%

#### General and Practical principles

Exam 2hr 30 40%

#### Practical endorsement

## Politics

Taught at Ursuline High & Wimbledon College

#### Examination Board: Pearson Edexcel – A Level

**Why choose this course:** Students will gain knowledge and an informed understanding of contemporary political structures and issues in their historical context, both within the United Kingdom and globally. The changing nature of politics and the relationships between political ideas, institutions and processes will also be studied. Students will develop the ability to critically analyse, interpret and evaluate political information to form arguments and make judgements

#### Course Fundamentals:

**Unit 1:** Political Participation & Core Political Ideas in the UK. Students will study:

Democracy and participation, political parties, electoral systems, voting behaviour and the media and Conservatism, liberalism, socialism.

**Unit 2:** UK Government and Political Ideas. Students will study:

The constitution, parliament, Prime Minister and executive, relationships between the branches and one idea from the following: anarchism, ecology, feminism, multiculturalism, nationalism.

**Unit 3:** American Politics.

Students will study:

The US constitution and federalism, US congress, US presidency, US supreme court and civil rights, democracy and participation, comparative theories.

The aims and objectives of this qualification are to enable students to:

- Develop knowledge and an informed understanding of contemporary political structures and issues in their historical context, both within the United Kingdom (UK) and globally
- Develop a critical awareness of the changing nature of politics and the relationships between political ideas, institutions and processes
- Develop knowledge and an informed understanding of the influences and interests which have an impact on decisions in government and politics
- Develop knowledge and an informed understanding of the rights and responsibilities of individuals and groups
- Develop the ability to critically analyse, interpret and evaluate political information to form arguments and make judgements
- Develop an interest in, and engagement with, contemporary politics.

#### EXAMINATION/ASSESSMENT

There are 3 externally assessed examinations, all sat at the end of Year 13

Units 1 and 2 are studied in Year 12 and Unit 3 is studied in Year 13

**Unit 1** – UK Politics (33.5%) Examination: 2 hours

**Unit 2** – UK Government (33.5%) Examination: 2 hours

**Unit 3** – Comparative Politics (33.5%) Examination: 2 hours

## Two Year Courses

### Psychology

Taught at Ursuline High School & Wimbledon College

#### Examination Board: AQA – A Level

**Why choose this course:** The qualification offers an engaging and effective introduction to the main Psychological theories and research. Students will learn the fundamentals of the subject and develop skills valued by Higher Education and employers, including critical analysis, independent thinking and research.

#### Course Fundamentals

- Students will cover the four main theories in the foundation of Psychology: Cognitive, Developmental, Biological and Psychopathology.
- Students develop an insight into the importance of Research Methods in Psychology
- Students apply theories and research to real life situations.

#### EXAMINATION/ASSESSMENT

The A Level consists of eleven modules, which are incorporated into three 2-hour examinations.

### Religious Studies

Taught at Ursuline High & Wimbledon College

#### Examination Board: OCR – A Level

**Why choose this course:** The Religious Studies A level course gives you the opportunity to study some of the fundamental questions which people have always asked about:

- Why are we here?
- How should we behave?
- What happens to us when we die?
- How do religious believers explain and explore their beliefs

#### Course Fundamentals:

Religious Studies involves some major academic disciplines such as Theology, Moral Philosophy and Philosophy of Religion. Consequently you will study some of the following themes:

## Two Year Courses

- Theology – the nature of God; Christology; Revelation and debates about interpreting the bible; some analysis of biblical texts; religious belief in contemporary pluralist and secular society; religion and Feminist debates; exploring the writing of key scholars.
- Moral Philosophy – the major ethical theories, such as Utilitarianism, Kantian ethics; ethical theories from religious perspective, such as Natural Law and Situation Ethics; application of ethical theories to issues in Medical Ethics, Sexual Ethics and Business Ethics; what do we mean by Free Will, Conscience, Right, Wrong.
- Philosophy of Religion – possible arguments for/against the existence of God; the 'problem of suffering'; analysis of Religious Experience and Miracles; the challenge to religious belief of science and sociology; analysis of religious language.

### EXAMINATION/ASSESSMENT

In common with all the new A level qualifications the full A level qualification is the result of a two-year course. It is assessed externally in summer of Year 13. Exams will be a set of three 2-hour exams.

- O1: Knowledge & Understanding  
Weighting 40%

Demonstrate knowledge and understanding of religion and belief.

- AO2: Analysis, Evaluation & Application  
Weighting 60%

Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study.

## Applied Science BTEC Level 3 Diploma

Taught at Wimbledon College

### Examination Board: Pearson Edexcel - BTEC Nationals Level 3 Diploma

**Why choose this course:** During the course students will develop skills and knowledge of: Fundamentals of Science, Working in the Science Industry, Scientific Practical Techniques, Biochemistry and Biochemical, Electrical Circuits and their Applications.

### Course Fundamentals:

- The BTEC Nationals in Applied Science gives learners the opportunity to acquire technical and employability skills, knowledge and understanding which are transferable and will enable individuals to meet changing circumstances, whether these arise from a shift in their own status or employment, or general changes in applied science practice, provision or environment.

### EXAMINATION/ASSESSMENT

If only the first Year is completed, the BTEC Level 3 Extended Certificate can be awarded (equivalent of one A-level). Each unit within the qualification has specified assessment and grading criteria, which are to be used for grading purposes. A summative unit grade can be awarded at pass, merit or distinction.

**Coursework** (54%)

**External Assessment** (46%)

**Unit 1:** 1.5 hours, 90 marks

**Unit 3:** Supervised assessment (3 hours for Part A and 1.5 hours for Part B), 60 marks

**Unit 5:** 2 hours, 120 marks

## Sociology

Taught at Ursuline High

### Examination Board: AQA – A Level

**Why choose this course:** This qualification offers an engaging and effective introduction to Sociology. Students will learn the fundamentals of the subject and develop skills valued by higher education (HE) and employers, including critical analysis, independent thinking and research.

### Course Fundamentals:

- Students study the role and purpose of Education and examine educational achievement by social class, gender and ethnicity.
- Students explore Families including patterns of marriage, cohabitation, separation, divorce and family diversity.
- Students gain a view of Crime control, prevention, punishment, victims, and

the criminal justice system.

- The course examines the Media and explores Globalisation and popular culture.

### EXAMINATION/ASSESSMENT

At A Level, there are three 2-hour examinations of equal weighting.

## One Year Courses

### Art Award (Silver Level)

Taught at Ursuline High

### Examination Board: Trinity College on behalf of The Arts Council

**Why choose this course:** Students create a portfolio based on a range of Artistic pursuits. Little previous experience of the Arts is necessary however students who have taken any Arts Subjects at GCSE / BTEC level 2 or have experience of the Arts out of school such as theatre schools, music lessons etc. will be able to build upon these experiences. Students have to undertake an Arts Challenge which involves them writing and action plan, working on their challenge, showing their work to others and getting feedback before completing an evaluation of their plan and challenge. Students also undertake a leadership challenge which involves them planning and working with others. Once again, they will learn how to write a detailed action plan, to review their progress and get back feedback from others. In addition to the challenge and leadership aspects of the course, students also need to attend Arts events, create reviews and share these with others. This is an excellent course for developing independence, planning and leadership skills in a highly practical way. This is a level 2 course accredited by QCA.

### ASSESSMENT

Externally assessed portfolio. Students can present evidence in any form including written work, photographs and videos or even on-line.



## Creative iMedia

Taught at Ursuline High & Wimbledon College

### Examination board: Cambridge National – Level 2 Certificate

**Why choose this course:** Creative iMedia is a GCSE equivalent qualification from Cambridge Nationals. It is a Computing qualification which is focussed on the media sector, including film, television, advertising and web development. Students learn about the pre-production process and project management as well as producing a number of high quality products for a variety of clients and target audiences.

#### ASSESSMENT:

The Certificate in Creative iMedia is assessed by three pieces of coursework and a final written paper. An Award in Creative iMedia is also available and comprises one piece of coursework and final written paper.

## English Language GCSE

Taught at Ursuline High

### Examination Board & Specification: AQA – GCSE in English Language

Functional skills will be embedded within the new GCSE, providing learners with the skills and abilities they need to take an active and responsible role in their communities, in their everyday lives, workplaces and educational settings.

**Why choose this course:** The course is for students who have not yet secured a grade 4 at GCSE. The course aims to develop the skills that students learnt in their original two-year GCSE course. All students will be graded on the new grades 9-1.

#### Course Fundamentals:

- Students develop skills to write with accuracy, variety and control.
- Students gain further understanding of examination techniques, timings and success criteria.
- The course enables students to build language analysis skills

## EXAMINATION/ASSESSMENT

**Paper 1:** Explorations in Creative Reading and Writing 50% (Externally assessed)

**Paper 2:** Writers' Viewpoints and Perspectives 50% (Externally assessed)  
Non-examination Assessment: Spoken Language 0% (Internally assessed)

## Mathematics GCSE

Taught at Ursuline High & Wimbledon College

### Examination Board: Pearson Edexcel – GCSE

**Why choose this course:** This course is designed for students who have not attained at least a grade 4 at GCSE. The course aims to develop the skills that students learnt in their original two-year GCSE course covering number, algebra, ratio, proportion and rates of change, geometry and measures, statistics and probability.

#### Course Fundamentals:

- Students develop stronger numeracy skills in calculating real life applications of number, shape, space and measure.
- Students understanding of algebraic concepts and calculations of probability are developed through problem solving questions.

## EXAMINATION/ASSESSMENT

Two tiers are available: Foundation and Higher

Foundation tier: Grades 5 to 1

Higher tier: Grades 9 to 4

The qualification consists of three equally-weighted written examination papers at either Foundation tier or Higher tier.

Paper 1 is a non-calculator assessment and a calculator is allowed for Paper 2 and Paper 3.

Each paper is 90 minutes long.  
Each paper has 80 marks.

The qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total mark across all papers where 9 is the highest grade.

## Biology GCSE

Taught at Ursuline High

### Examination Board: AQA – GCSE

**Why choose this course:** This course is designed for students who have not attained at least a grade 4 in Science at GCSE. The course aims to develop the skills and knowledge that students learnt in their original two-year GCSE course covering cell biology, organisation, infection, bioenergetics, homeostasis, genetics, ecology and key ideas.

#### Course Fundamentals:

- Students develop stronger skills and knowledge of cellular biology and how organisms are organised.
- Students develop a deeper understanding of bodily processes, genetics and ecology.

## EXAMINATION/ASSESSMENT

Two tiers are available: Foundation and Higher

Foundation tier: Grades 5 to 1

Higher tier: Grades 9 to 4

The qualification consists of two equally weighted written examination papers at either Foundation tier or Higher tier. Questions are a mix of multiple choice, structures, closed short answer and open response.



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