



THE FOCUS CURRICULUM SUBJECT SELECTION 2015 YEARS 12-13

FOCUSLEARNINGTRUST

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The transition from year 11 into year 12 is an important time of change. By entering year 12, you have accepted the decision to stay at school for another two years. This decision acknowledges that study during years 12 and 13 requires a high degree of commitment and maturity. Self-motivation and self-discipline are important attributes to ensuring a successful continuation in your school life.

During this period you must become responsible for your own studies and direct your own learning programme. Throughout these years you are encouraged to stretch your potential and set your goals high to maximise your final achievement.

It is intended that all students should study the core disciplines of English, maths and business through to year 13, so all levels of academic ability are catered for within these specifications to enable success in these most important subjects. Through pursuing them you will gain an invaluable and irreplaceable basis for postgraduate studies and for moving successfully into the work environment.

In addition to the core range of subjects, a breadth of studies is encouraged by choosing a further two subjects from the remaining two curriculum strands. It is in these choice subjects, that individual flair, particular aptitude or simply subject preference can be promoted. With the completion of your studies from all the option strands it is the intention that you will be set up to work through and succeed in any challenge that faces you in future years.

In these years you are likely to have a number of lessons taught by VC and this is intended to encourage your own self-directed learning programme. All students will have a full and stimulating timetable which will include PE/Games, a Community lesson, and a period for Advanced Learning. It is during these periods that those who are able can include a further subject and others can use it as an additional period of self-study.

So, the choice is yours. Please read the sheets that follow carefully, discuss with teachers and parents, then complete and return the Option Subject Selection Form on page 40 by the date agreed with your Senior Teacher and/or Curriculum Trustee. If you feel that you are unable to attempt the suggested subjects, please discuss this with your Senior Teacher who is there to help, and will be very considerate towards every student. They have other subjects which might suit your individual learning style.

It will be challenging, there will be plenty of work, there will be plenty of enjoyment, there will be reward, there will be success for those who are prepared to reach out and give their all.

What will I benefit by choosing Mathematics AS?

- Develop abilities to reason logically, and extend a range of mathematical skills and techniques
- Develop an awareness of the relevance of mathematics to other fields of study
- Recognise how a situation in the real world can be represented and modelled by means of mathematics

Recommended minimum course requirement: GCSE Grade B

UNIT	COURSE CONTENT	ASSESSMENT
MPC1	PURE MATHEMATICS Extends the knowledge of Higher Tier GCSE Mathematics in algebra and coordinate geometry. Introduces the concepts of differentiation, integration and curve sketching.	<i>Written exam: 90 minutes (1/3 of total marks) for three modules.</i>
MPC2	PURE MATHEMATICS Builds on MPC1 and extends the course to include functions, sequences and series, trigonometry (including radian measure), exponentials and logarithms, with further differentiation and integration	
OPTION 1: MM1B, or	MECHANICS Mathematical modelling including motion in one and two dimensions, forces, momentum, Newton's laws of motion, connected particles and projectiles.	
OPTION 2: MS1B	STATISTICS The application of forecasting in real life situations. Topics include numerical measures, probability, the binomial and normal distributions, estimation, correlation and regression.	

What will I benefit by choosing Mathematics A-Level?

- Further development of abilities to reason logically, and extend a range of mathematical skills and techniques
- Develop an awareness of the relevance of mathematics to other fields of study
- Recognise how a situation in the real world can be represented and modelled by means of mathematics

Recommended minimum course requirement: GCSE Grade B

UNIT	COURSE CONTENT	EXAM
MPC3	PURE MATHEMATICS Further mathematical studies in algebra, trigonometry, logarithms and differentiation and integration. Students will learn to present mathematical arguments through appropriate use of logical deduction and precise statements with correct use of symbols and mathematical language.	<i>Written exam: 90 minutes (1/3 of total marks) for three modules.</i>
MPC4	PURE MATHEMATICS Advanced mathematical studies including sections on exponentials and logarithms, coordinate geometry, vectors and further differentiation and integration. Students will learn and be able to demonstrate correct use of mathematical language and grammar. They will become familiar with methods of proof including proof by contradiction and disproof by counter-example.	
OPTION 1: MM1B, or	MECHANICS Mathematical modelling including motion in one and two dimensions, forces, momentum, Newton's laws of motion, connected particles and projectiles.	
OPTION 2: MS1B	STATISTICS The application of forecasting in real life situations. Topics include numerical measures, probability, the binomial and normal distributions, estimation, correlation and regression.	

What will I benefit by choosing Mathematics FSMQ?

- Apply mathematics in a wide choice of relevant, context-based courses – there is an FSMQ that meets the needs of each student, whatever their previous ability and whatever their course
- Interpret and communicate the results of mathematical work
- Foundation or higher levels of FSMQ are aimed at those who find mathematics challenging yet wish to further their studies post-16

Recommended minimum course requirement: GCSE Grade B

UNIT	FREE STANDING MATHEMATICS QUALIFICATIONS (FSMQ) Foundation Level: Level 1 Certificate in Use of Mathematics equivalent to a GCSE qualification	ASSESSMENT
4981	MONEY MANAGEMENT Becoming competent in using formulae and spreadsheets in the context of money to develop a real-world mathematical understanding.	<i>Written exam: 60 minutes (Calculator allowed)</i>
4983	USING DATA Provides a strong basis of numerical mathematical skills. Focuses on the organisation of data and its presentation.	<i>Written exam: 60 minutes (Calculator allowed)</i>
UNIT	FREE STANDING MATHEMATICS QUALIFICATIONS (FSMQ) Higher Level: Level 2 Certificate in Use of Mathematics equivalent to a GCSE qualification	ASSESSMENT
4984	FINANCIAL CALCULATIONS Gives competence in a wide range of mathematics in a financial context. Includes solving complex problems, the use of formulae and algebraic representation and statistical diagrams.	<i>Written exam: 75 minutes (Calculator allowed)</i>
4986	DATA HANDLING Provides students with a strong basis of numerical and algebraical skills while developing a critical approach to the use of statistics and data handling.	<i>Written exam: 75 minutes (Calculator allowed)</i>

What will I benefit by choosing Mathematics FSMQ Advanced?

- Apply mathematics in a wide choice of relevant, context-based courses – there is an FSMQ that meets the needs of each student, whatever their previous ability and whatever their course
- Interpret and communicate the results of mathematical work
- Develop the ability to work independently with mathematics
- Each Advanced Level FSMQ carries UCAS Tariff points from 7 for a grade E to 20 for a grade A

Recommended minimum course requirement: GCSE Grade B/C

UNIT	FREE STANDING MATHEMATICS QUALIFICATIONS (FSMQ) Advanced Level: Three modules can be combined to form an AS Use of Mathematics qualification	ASSESSMENT
9993	<p>DATA ANALYSIS</p> <p>Allows students to apply their mathematical knowledge to real-life situations. Includes mathematics at an advanced level involving the use of statistical techniques and data handling. Develops mathematical thinking in terms of applied statistics.</p>	<p><i>Written exam: 60 minutes (Calculator allowed)</i></p>
9996	<p>MATHEMATICAL PRINCIPLES FOR PERSONAL FINANCE</p> <p>Teaches students to apply mathematical principles to real-life situations. Includes the study of debt, interest and investments and explores key ideas behind the mechanisms of fluctuating values and prices.</p>	<p><i>Written exam: 60 minutes (Calculator allowed)</i></p>
6691	<p>WORKING WITH ALGEBRAICAL AND GRAPHICAL TECHNIQUES</p> <p>This module allows students to model their own data with appropriate functions and to investigate functions commonly used to model real-life situations.</p> <p>This is a valuable course which complements work in other business related subjects such as Business Studies and Economics.</p>	<p><i>Written exam: 90 minutes (Calculator allowed) - (50% of assessment)</i></p> <p><i>Coursework portfolio (50% of assessment)</i></p>

What will I benefit by choosing Mathematics Statistics GCSE?

- Fulfil the OneSchool vision of studying mathematics through to year 13, even if you find the subject challenging or uninspiring
- Actively engages students in the process of enquiry to develop as effective and self-directed learners and as critical and reflective thinkers
- Develops knowledge, skills and understanding in statistical methods and concepts and in probability, including an awareness of the potential and limitations of data and methods
- Provides a critical appreciation of statistics that is increasingly important in a wide variety of careers and in everyday life
- Focuses on handling data, which is used in many A-level subjects and the wider world

Recommended minimum course requirement: GCSE Grade D/E

UNIT	COURSE CONTENT	ASSESSMENT
	Throughout their course of study, students are expected to interpret their results and comment constructively and critically on the suitability, appropriateness and limitations of the techniques used.	
Unit 1	STATISTICS WRITTEN PAPER <ul style="list-style-type: none"> • Planning a strategy • Data collection • Tabulation and representation • Data analysis • Probability • Data interpretation 	<i>Written exam: 120 minutes (100 marks: 75% of total)</i>
Unit 2	STATISTICS IN PRACTICE <ol style="list-style-type: none"> 1. Investigation 2. Written assessment 	<i>Controlled Assessment</i> <ol style="list-style-type: none"> 1. Investigation (20 marks: 12½%) 2. Written Assessment (20 marks: 12½%)

What will I benefit by choosing English Language AS?

- Improved communication skills and a better understanding of the power of the written word
- A wider vocabulary and a more accurate and mature writing style
- Enjoyment from studying, understanding and appreciating a wide range of written and spoken texts

	COURSE CONTENT	ASSESSMENT
	The AS English Language specification offers opportunities for students to develop their subject expertise by exploring key language concepts and engaging with a range of texts and discourses. 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, analyse texts produced by others and debate different views.	
Paper 1	<p>LANGUAGE AND THE INDIVIDUAL</p> <p>Students will study methods of language analysis to explore concepts of audience, genre, mode and representation.</p> <ul style="list-style-type: none"> • Textual variations and representations • Methods of language analysis 	<i>Written exam: 90 minutes (70 marks: 50% of AS)</i>
Paper 2	<p>LANGUAGE VARIETIES</p> <p>Students will study the key concepts of audience, purpose, genre and mode and will explore language in its wider social and geographical contexts. Students will study varieties of English within the British Isles. This part of the subject content also requires students to study social attitudes to, and debates about, language diversity.</p> <ul style="list-style-type: none"> • Language diversity • Writing skills • Methods of language analysis 	<i>Written exam: 90 minutes (70 marks: 50% of AS)</i>

What will I benefit by choosing English Language A-Level?

- A deeper understanding of the power of language in functional texts
- The development of skills as a producer and interpreter of language
- Enjoyment from engaging creatively and independently in the study of English from the past to the present day

	COURSE CONTENT	ASSESSMENT
	The A-Level English Language specification offers opportunities for students to develop their subject expertise by engaging creatively and critically with a 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 to 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.	
Paper 1	<p>LANGUAGE, THE INDIVIDUAL AND SOCIETY</p> <p>Students will study methods of language analysis to explore concepts of audience, genre, mode and representation.</p> <ul style="list-style-type: none"> • Textual variations and representations • Children's language development (0-11 years) • Methods of language analysis 	<i>Written exam: 150 minutes (100 marks: 40% of A-Level)</i>
Paper 2	<p>LANGUAGE DIVERSITY AND CHANGE</p> <p>Students will study the key concepts of audience, purpose, genre and mode and will explore language in its wider social and geographical contexts. Students will study varieties of English within the British Isles. This part of the subject content also requires students to study social attitudes to, and debates about, language diversity.</p> <ul style="list-style-type: none"> • Language diversity and change • Language discourses • Writing skills • Methods of language analysis 	<i>Written exam: 150 minutes (100 marks: 40% of A-Level)</i>
Assessed	<p>LANGUAGE IN ACTION</p> <p>Students will explore and analyse language data independently and develop and reflect upon their own writing expertise. Assessment will be made on a language investigation and a piece of original writing and commentary.</p> <ul style="list-style-type: none"> • Language investigation • Original writing • Methods of language analysis 	<i>Teacher assessment (100 marks: 20% of A-Level)</i>

Only available to students continuing on from an existing AS level WJEC course. Final exam 2016.

What will I benefit by choosing English Language A-Level?

- A deeper understanding of the power of language in functional texts
- The development of skills as a producer and interpreter of language
- Enjoyment from engaging creatively and independently in the study of English from the past to the present day

UNIT 3	LG1 COURSE CONTENT: Language Investigation and Writing for Specific Purposes	ASSESSMENT
Section A: Language Investigation	This unit gives students key opportunities for research, investigation and independent study showing their understanding and appreciation of the influences on the meanings and forms of English. They can choose an area that interests them from a list which includes: Language and Political Power; Accent and Dialect; American and British English and Language Acquisition.	<i>Coursework (20% of A-Level)</i>
Section B: Writing for Specific Purposes	Students investigate a genre or area of language in use, for example newspaper reporting, travel writing, reviews and obituaries. They then produce an extended piece of writing in the same area with a close consideration of audience, purpose and context; accompanied by an analysis of their work which shows their understanding of genre and the influence of the language choices they have made.	
UNIT 4	LG4 COURSE CONTENT: Original Writing and Exploring Spoken Language	ASSESSMENT
Section A: Analysis of Spoken Language	The exam paper will contain spoken texts which students will be asked to analyse. They will evaluate how the context has influenced the language used and how speakers make linguistic choices to show their attitudes, opinions, prejudices etc. They will use their understanding of spoken linguistic features and the framework of language study they have developed through the course.	<i>Written exam: 150 minutes (30% of A-Level)</i>
Section B: Analysis of written language over time	The focus of this paper is the development of language over time and consequently at least one text will be from the past. Students will be expected to evaluate language choice, discuss and explore concepts and issues relating to language use and compare the different ways meaning has been created. They will provide an overview of each text and discuss linguistic change.	

What will I benefit by choosing English for Business Communications?

- Confidence in your ability to respond to office documents in an appropriate way
- A wider, business-orientated vocabulary and a more accurate writing style
- An appreciation of the communication needs of the business world

UNIT	COURSE CONTENT	ASSESSMENT
	This course is designed to teach students the communication skills needed in the modern business world. The examination is based on an in-tray simulation, where the student is placed in the role of an administrative or personal assistant in a commercial company. They have to react to a series of realistic documents, for example invoices, quotations, emails, reports and draft appropriate replies in response to the instructions. They can use a computer to create the documents and have access to the usual office equipment like dictionaries and calculators. Students are assessed on their ability to respond correctly to the instructions and draft accurate, appropriate documents. There are three levels:	
Level 1	Understand and write letters, memos, faxes and complete word-processed templates.	<i>Written exam: 90 minutes plus 15 mins reading time</i>
Level 2	Understand more complex business communications Write letters, memos, circular letters or mail shots, press releases, articles and informal reports	<i>Written exam: 120 minutes plus 15 mins reading time</i>
Level 3	Understand a wider range of business communications Write letters and memos in response to a wide range of situations Prepare agenda and minutes, notices, speeches, advertisements, articles, press releases, mailshots, formal invitations and analytical reports.	<i>Written exam: 150 minutes plus 15 mins reading time</i>

What will I benefit by choosing Business Studies AS?

- Be aware that business behaviour can be studied from the perspectives of a range of stakeholders including customers, managers, creditors, owners/shareholders and employees
- Develop a critical understanding of organisations, the markets they serve and the process of adding value
- Be aware of the current structure of business and business practice, as reflected in events and issues affecting organisations

UNIT 1	COURSE CONTENT	ASSESSMENT
BUSS1	<p>PLANNING A BUSINESS</p> <p>Enterprise, generating and protecting business ideas, transforming resources into goods and services, developing business plans, conducting start-up market research, understanding markets, choosing the right legal structure for the business, raising finance, locating the business, employing people.</p>	<p><i>Written exam: 75 minutes (60 marks: 40% of AS; 20% of A-Level)</i></p>
	<p>FINANCING A BUSINESS</p> <p>Calculating costs, revenues and profits, using break even analysis to make decisions, using cash flow forecasting. Setting budgets, assessing business start-ups.</p>	
UNIT 2	COURSE CONTENT	ASSESSMENT
BUSS2	<p>MANAGING A BUSINESS</p> <p>Finance: Using budgets, Improving cash flow, measuring and increasing profit</p> <p>People in business: improving organisational structures, measuring the effectiveness of the workforce</p> <p>Operations Management: making operational decisions, developing effective operations – customer service, quality, working with suppliers, using technology in operations</p> <p>Marketing and the competitive environment, effective marketing, designing and using the marketing: product, price, promotion, place, marketing and competitiveness.</p>	<p><i>Written exam: 90 minutes (80 marks: 60% of AS; 30% of A-Level)</i></p>

What will I benefit by choosing Business Studies A-Level?

- Understand strategies for larger businesses and measurement of performance
- Study the effects of external factors on a business. How business can plan and manage change including leadership style

UNIT 3	COURSE CONTENT	ASSESSMENT
BUSS3	<p>STRATEGIES FOR SUCCESS</p> <p>Pricing strategies, tactics and influences on pricing decisions. Choosing appropriate sales outlets and distribution channels. Possible impact of market conditions, competition and methods of improving competitiveness.</p>	<p><i>Written exam: 105 minutes (80 marks: 25% of A-Level)</i></p>
UNIT 4	COURSE CONTENT	ASSESSMENT
BUSS4	<p>THE BUSINESS ENVIRONMENT AND MANAGING CHANGE</p> <p>Corporate aims and objectives. Understanding mission, aims and objectives. Understanding differing stakeholder perspectives. Assessing change in the business environment. Assessing the impact of economic factors, trends and globalisation of markets. Evaluating strategies business might deploy in response to these changes.</p>	<p><i>Written exam: 105 minutes (80 marks: 25% of A-Level)</i></p>

What will I benefit by choosing Accounting AS?

- Gain a clear understanding of double-entry bookkeeping
- Develop the ability to prepare a set of financial statements and then interpret them
- A springboard to postgraduate accountancy and taxation studies

UNIT 1	ACCN1: INTRODUCTION TO FINANCIAL ACCOUNTING	ASSESSMENT
Purposes of Accounting	Know and understand the reasons for keeping accounting records and the benefits which arise for the owner of the business and other stakeholders,	<i>Written exam: 90 minutes (80 marks: 50% of AS; 25% of A-Level)</i>
Accounting Records	Prepare and understand accounting records based on source documents and use the main subsidiary books and ledger accounts,	
Verification of accounting records	Verify the accuracy of double-entry records by the preparation of trial balances, bank reconciliation statements, and sales and purchases ledger control accounts,	
Profit and loss Accounts and Balance Sheets	Prepare final accounts for a sole trader including simple adjustments for expense prepayments and accruals, depreciation and bad debts,	
UNIT 2	ACCN2: FINANCIAL AND MANAGEMENT ACCOUNTING	ASSESSMENT
Types of Business Organisations	Compare the advantages and disadvantages of different types of ownership – sole traders, partnerships and limited companies,	<i>Written exam: 90 minutes (80 marks: 50% of AS; 25% of A-Level)</i>
Accounting Concepts	Demonstrate an understanding of generally applied accounting concepts – cost, going concern, accruals, consistency, prudence, materiality, realisation, business entity and objectivity,	
Further aspects of Final Accounts of a Sole Trader	More complex final accounts preparation including accounting for bad debts, provisions for doubtful debts, income due and received in advance, different methods of depreciation and fixed asset disposals. Distinguish between capital and revenue expenditure and income,	
Limited Company Accounts	Preparation of accounts for limited companies including an understanding of limited liability, authorised capital, issued capital, ordinary shares, preference shares, reserves, shareholders' funds and loan capital,	
Ratio Analysis, Budgeting and ICT	Interpretation of accounts using key ratios, introduction to budgeting including preparation of cash budgets, understanding the use of and limitations of computers in accounting,	

What will I benefit by choosing Accounting A-Level?

- Develop an understanding of financial accounting techniques for businesses without a complete accounting system, for partnerships and for limited companies. Study in greater depth how accounting techniques aid business management and decision making. Look at costing, capital investment, budgeting and sources of finance

UNIT 3	ACCN3: FURTHER ASPECTS OF FINANCIAL ACCOUNTING	ASSESSMENT
Sources of finance	Assess different types of business finance.	<i>Written exam: 120 minutes (90 marks: 25% of A-Level)</i>
Incomplete records	Prepare a statement of affairs and calculate profit and loss from changes in capital over time. Comment on end of year financial statements based on incomplete records.	
Partnership accounts	Prepare and comment on end of year financial statements for partnerships. Prepare capital and current accounts for partners.	
Accounts of Limited Companies	Identify the main elements of published reports. Prepare and comment on statements of cash flow.	
UNIT 4	ACCN4: FURTHER ASPECTS OF MANAGEMENT ACCOUNTING	ASSESSMENT
Manufacturing Accounts	Prepare and comment on the financial statements of manufacturing organisations. Explain direct, indirect, variable, semi-variable, fixed and marginal costs. Explain break even.	<i>Written exam: 120 minutes (90 marks: 25% of A-Level)</i>
Standard costing and variance analysis	Explain the purpose, advantages and disadvantages of a system of standard costing. Prepare statements reconciling budgeted and actual figures.	
Capital budget appraisal	Demonstrate an understanding of payback and net present value methods of capital investment. Calculate estimated cash flows. Assess methods used for capital investment appraisal and their limitations. Prepare and comment on operating statements and balance sheets.	

What will I benefit by choosing Economics AS/A-Level?

- Appreciate the contribution of Economics to the understanding of the wider economic and social environment
- Develop skills, qualities and attitudes which will equip them for the challenges, opportunities and responsibilities of adult and working life
- Use an enquiring, critical and thoughtful approach to the study of Economics and develop an ability to think as an economist

	AS LEVEL COURSE CONTENT	ASSESSMENT
ECON1	<p>MARKETS & MARKET FAILURE - MICROECONOMICS</p> <p>The economic problem, the allocation of resources in competitive markets, productivity and efficiency, market failure, monopolies, government intervention in the market.</p>	<p><i>Written exam: 75 minutes for each section (75 marks: 50% of AS; 25% of A-Level)</i></p>
ECON2	<p>THE NATIONAL ECONOMY - MACROECONOMICS</p> <p>The measurement of macroeconomic performance, How the macro economy works, AD/AS analysis, the circular flow of income and related concepts, supply and demand, economic performance, balance of payments, macroeconomic policy, fiscal and monetary policy.</p>	
Exam Structure	<p>Section A: 25 compulsory objective test items (25 marks).</p> <p>Section B: Two optional data response questions are set; candidates answer one (50 marks).</p>	
	A-LEVEL COURSE CONTENT	ASSESSMENT
ECON3	<p>ECONOMICS, BUSINESS ECONOMICS AND THE DISTRIBUTION OF INCOME</p> <p>The firm, objectives, costs & revenues; competitive markets; concentrated markets; the labour market, distribution of income and wealth; further government intervention.</p>	<p><i>Written exam: 75 minutes for each section (75 marks: 50% of AS; 25% of A-Level)</i></p>
ECON4	<p>THE NATIONAL AND INTERNATIONAL ECONOMY</p> <p>Macroeconomic indicators, unemployment, economic growth, money supply and interest rates; the international economy, globalisation, trade, balance of payments.</p>	

What will I benefit by choosing Government & Politics AS?

- With increasing emphasis on governments and related issues it is important to understand the structure and function of governments
- Politics is the science of government. How many people understand the basics - such as the difference between government and parliament?
- In the near future YOU may be called upon to meet an MP or local councillor – a measure of political literacy will help you, so choose this extremely interesting subject

	AS COURSE CONTENT	ASSESSMENT
Unit 1	<p>PEOPLE, POLITICS AND PARTICIPATION Participation and voting behaviour - including: the nature of participation in the political process; participation through the ballot box. Electoral Systems – including: the role of elections in a democracy; the nature of representation.</p>	<p><i>Written exam: 90 minutes for each section (50% of AS; 25% of A-Level)</i></p>
	<p>POLITICAL PARTIES – THE ROLE OF POLITICAL PARTIES IN A DEMOCRACY Pressure Groups – including: the importance of pressure groups to political communication; Policy making in a democracy; pressure group behaviour.</p>	
Unit 2	<p>GOVERNING MODERN BRITAIN The British Constitution – including: the nature and sources of the British Constitution; the judiciary and its relationship to other powers of government.</p>	<p><i>Written exam: 90 minutes for each section (50% of AS; 25% of A-Level)</i></p>
	<p>PARLIAMENT The role of Parliament in the political system; Parliament and Government relationships; the core executive; the Prime Minister and the Cabinet; policy making and implementation; multi-level governance; elected local and devolved government in the UK; The European Union.</p>	
	A-LEVEL COURSE CONTENT	ASSESSMENT
Unit 3A	<p>THE POLITICS OF THE USA The main characteristics of presidential and congressional elections. Candidate selection and nomination. The significance of money as a factor in electoral success and the impact of the media on campaigns. Direct democracy at state level through the use of referendums. Comparisons with the UK electoral process to illustrate arguments.</p>	<p><i>Written exam: 90 minutes for each topic (80 marks: 25% of A-Level)</i></p>
Unit 4A	<p>THE GOVERNMENT OF THE USA The constitutional framework of the US Government. The legislative branch of government - US Congress. The executive branch of government. The judicial branch of government - the Supreme Court. Key concepts: bicameralism, presidential veto and congressional override, impeachment, advice and consent powers.</p>	<p><i>Written exam: 90 minutes for each topic (80 marks: 25% of A-Level)</i></p>

What will I benefit by choosing Law AS/A-Level?

- Develop understanding of legal method and reasoning
- Develop techniques of logical thinking necessary to analyse and solve problems by applying legal rules
- Develop the ability to communicate legal arguments and conclusions with reference to appropriate legal authority
- Develop a critical awareness of the changing nature of law in society

UNIT 1	AS 1161 COURSE CONTENT	ASSESSMENT
Section 1: LAW01	LAW MAKING AND THE LEGAL SYSTEM Study the formal UK legislative process and influences on Parliament; the role of the civil courts, criminal courts, the legal profession and the judiciary.	<i>Written exam: 90 minutes (96 marks: 50% of AS; 25% of A-Level)</i>
Section 2: LAW02	THE CONCEPT OF LIABILITY Understand the underlying principles of criminal liability and court procedure and sentencing; Tort and liability in negligence; introduction to Contract.	<i>Written exam: 90 minutes (94 marks: 50% of AS; 25% of A-Level)</i>
UNIT 2	A-LEVEL 2161 COURSE CONTENT	ASSESSMENT
Section 3: LAW03	CONTRACT LAW Study and critical evaluation of formation and terms of Contract Law, vitiating factors and remedies.	<i>Written exam: 90 minutes (80 marks: 25% of A-Level)</i>
Section 4: LAW04	TORT LAW AND CONCEPTS OF LAW Study of Tort Law - negligence, public and private nuisance, occupiers' liability, vicarious liability and their defences; concepts of Law - the distinction between law and morals, the meaning of 'justice', the extent of judicial creativity and the balancing of conflicting interests.	<i>Written exam: 120 minutes (85 marks: 25% of A-Level)</i>

What will I benefit by choosing History AS/A-Level?

- Highly regarded qualification which has been studied by many world leaders, it is the base requirement of many university degrees
- Uses Higher Order Thinking skills of analysis, synthesis and evaluation
- Develops many transferable skills including essay writing, researching, evaluating sources, making judgements, debates and discussions

AS8H10	AS LEVEL COURSE CONTENT	ASSESSMENT
AS Unit 1	HISTORICAL THEMES IN BREADTH Students will study two topics in order to gain a broad overview of a particular theme, and will assess the historical significance of events, ideas, attitudes and beliefs and how these influenced behaviours and action. Aspects of history from Russia, Germany, China and USA in 20th. Century.	<i>Written exam: 80 minutes for each unit</i>
AS Unit 2	BRITISH HISTORY DEPTH STUDIES Students will study a period of British history in order to develop an in-depth understanding of attitudes, beliefs and structures of society.	
AS9H10	A-LEVEL COURSE CONTENT	ASSESSMENT
A2 Unit 3	DEPTH STUDIES AND ASSOCIATED HISTORICAL CONTROVERSIES <i>e.g. challenge of fascism</i> Students will undertake a depth study to explore the nature of challenges and conflict relating to societies and/or political system in the period studied, and to explore an issue of historical debate	<i>Written exam: 120 minutes plus coursework</i>
A2 Unit 4	HISTORICAL ENQUIRY - COURSEWORK Students will carry out an enquiry which will address the aspects of a chosen theme over a period of at least 100 years. They will examine both the short-term significance of an individual, movement or event, as well as the factors affecting change throughout the whole period	

What will I benefit by choosing Geography AS?

- Intellectual skills, such as analysing material and judging evidence in order to make informed decisions and to develop reasoned arguments
- Research skills, such as using a range of technical methods for the collection and interpretation of data, and undertaking fieldwork
- Transferable skills, such as teamwork, problem solving, IT skills, communication skills (presentation, writing, debating)

UNIT 1	GEOG1: PHYSICAL AND HUMAN GEOGRAPHY	ASSESSMENT
Physical	RIVERS, FLOODS AND MANAGEMENT Building on from GCSE; hydrographs, Hjulstrom curves, braiding, rejuvenation and frequency analysis are among other new ideas.	<i>Written exam: 120 minutes (120 marks: 70% of AS; 35% of A-Level)</i>
Physical Option	COASTAL ENVIRONMENTS Coastal processes, landforms, coastal flooding and cost-benefit analysis for engineering protection.	
Human	POPULATION CHANGE The demographic transition model, managing population change and how migration and new trends change our towns.	
Human Option	ENERGY ISSUES The primary energy mix of countries, geopolitics of energy, the environmental impact of current production and the viability of sustainable sources.	
UNIT 2	GEOG2: GEOGRAPHICAL SKILLS	ASSESSMENT
Question 1	SKILLS BASED Investigative, cartographic, graphical, ICT and statistical skills. These will be based on the core of unit one: rivers or population.	<i>Written exam: 60 minutes (50 marks: 30% of AS; 15% of A-Level)</i>
Question 2	ASSESSES YOUR FIELDWORK UNDERTAKEN There will be a 'physical' river day at a field study centre and a day looking at population issues.	

What will I benefit by choosing Geography A-Level?

- Geography is a demanding, yet exciting subject dealing with matters that concern each and every one of us. Prepare work diligently over the two years to secure high grades. It will involve you understanding the relationship between people, places and the environment. There is an emphasis and expectation on students taking responsibility in developing the topics further
- Geography has the advantage of being a science and an art. It raises concerns, which might be considered part of social sciences, yet it has a scientific slant. The emphasis is on managing Physical and Human Environments
- Assessment for Unit 3 – Must do one structured question on human and one on physical options and then an essay on the last physical topic. In each of the Section A- Physical and Section B- Human, the questions are structured and have a common format: Part (a): 7 marks, based on stimulus material (2 levels); Part (b): 8 marks, assessing knowledge and understanding (2 levels); Part (c): 10 marks, synoptic (3 levels) = 25 marks. - Section C is the essay question and will be on the other physical topics = 40 marks

UNIT 3	COURSE CONTENT	ASSESSMENT
Physical Option:	CONTEMPORARY GEOGRAPHICAL ISSUES Plate tectonics and associated hazards. Ecosystems: change and challenge.	<i>Written exam: 150 minutes (30% of A-Level)</i>
Human Option:	WORLD CITIES	
UNIT 4B	COURSE CONTENT	ASSESSMENT
	GEOGRAPHICAL ISSUE EVALUATION This is based on pre-release materials, AIB = advance information booklet, issued by AQA eight weeks before the exam. We study all aspects of the materials in class and then you sit an exam of structured short and extended questions based on the AIB.	<i>Written exam: 90 minutes (20% of A-Level)</i>

What will I benefit by choosing Physics AS?

- Progress smoothly from GCSE studies in physics and develop in-depth knowledge and understanding of principles of physics
- Appreciate how science works and its relevance beyond the laboratory
- Internal assessment of practical work is a key feature of the specification

Recommended minimum course requirement: Maths GCSE Grade C

UNIT 1	COURSE CONTENT	ASSESSMENT
PHYA1	PARTICLES Constituents of the atom, stable and unstable nuclei, particles, antiparticles and photons, particle interactions, classification of particles, quarks and anti-quarks.	<i>Written exam: 75 minutes (70 marks: 40% of AS; 20% of A-Level)</i>
	ELECTROMAGNETIC RADIATION AND QUANTUM PHENOMENA The photoelectric effect, collisions of electrons with atoms, energy levels and photon emission, wave-particle duality.	
	CURRENT ELECTRICITY Charge, current and potential difference, current/voltage characteristics, resistivity, circuits, potential divider, electromotive force.	
UNIT 2	COURSE CONTENT	ASSESSMENT
PHYA2	MECHANICS Scalars and vectors, moments, motion along a straight line, projectile motion, Newton's law of motion, work, energy and power.	<i>Written exam: 75 minutes (70 marks: 40% of AS; 20% of A-Level)</i>
	MATERIALS Bulk properties of solids, The Young modulus	
	WAVES Progressive waves, longitudinal and transverse waves, refraction of plane surface, Superposition of waves, interference, diffraction.	
UNIT 3	COURSE CONTENT	ASSESSMENT
PHYA3T	INVESTIGATIVE AND PRACTICAL SKILLS <ul style="list-style-type: none"> • Demonstrate and describe ethical, safe and skilful practical techniques • Make, record and communicate reliable and valid observations and make measurements with appropriate precision and accuracy • Analyse, interpret, explain and evaluate the methodology, results and impact of their own and others' experimental and investigative activities in a variety of ways. 	<i>Assessment (20% of AS; 10% of A-Level)</i>

What will I benefit by choosing Physics A-Level?

- Develop further understanding of mechanics and fields
- Opportunity to choose an additional field of physics investigation to acquire a detailed understanding
- Further practical work activities which are internally assessed to demonstrate the skills and understanding gained

UNIT 4	COURSE CONTENT	ASSESSMENT
PHYA4	<p>FIELDS AND FURTHER MECHANICS</p> <p>Advances the study of momentum and introduces circular and oscillatory motion. Also covers gravitation, electric and magnetic fields and electromagnetic induction. Capacitors and resistors and the generation and transmission of alternating current.</p>	<p><i>Written exam: 75 minutes (75 marks: 20% of A-Level)</i></p>
UNIT 5	COURSE CONTENT	ASSESSMENT
PHYA5D	<p>SECTION A - NUCLEAR AND THERMAL PHYSICS</p> <p>Studies the characteristics of the nucleus, the properties of unstable nuclei and how energy is obtained from the nucleus. In-depth study of the thermal properties of materials and gases.</p> <p>SECTION B - ONE OF THE FOLLOWING OPTIONAL UNITS TO BE TAKEN:</p> <ul style="list-style-type: none"> • Astrophysics: fundamental physical principles applied to the study of the universe. • Medical Physics: allows students to study the applications of physical principles and techniques in medicine. • Applied Physics: applications in areas of engineering and technology. • Turning Points in Physics: the significance of major conceptual shifts from a historical viewpoint. 	<p><i>Written exam: 105 minutes (A: 40 marks; B: 35 marks - 20% of A-Level)</i></p>
UNIT 6	COURSE CONTENT	ASSESSMENT
PHYA6T	<p>INVESTIGATIVE AND PRACTICAL SKILLS</p> <p>Practical activities for candidates to demonstrate their knowledge and understanding of physics in planning, carrying out, analysing and evaluating their work</p>	<p><i>Assessment (20% of AS; 10% of A-Level)</i></p>

What will I benefit by choosing Chemistry AS/A-Level?

- Progress smoothly from previous GCSE/AS studies in Chemistry and develop in-depth knowledge and understanding of the principles of Chemistry
- Appreciate how science works and its relevance beyond the laboratory
- Internal assessment of practical work is a key feature of the specification

UNIT 1	AS LEVEL COURSE CONTENT	ASSESSMENT
CHEM1	FOUNDATION CHEMISTRY Atomic structure, amount of substance, bonding, periodicity, intro to organic chemistry, alkanes	<i>Written exam: 105 minutes (33.3% of AS; 16.6% of A-Level)</i>
CHEM2	CHEMISTRY IN ACTION Energetics, kinetics, equilibria, redox reactions, group 7(17), the halogens, group 2, the alkaline earth metals, extraction of metals, halo alkanes, alkenes, alcohols, analytical techniques.	<i>Written exam: 105 minutes (46.6% of AS; 23.3% of A-Level)</i>
CHM3T OR CHM3X	INVESTIGATIVE AND PRACTICAL SKILLS – INTERNAL ASSESSMENT <ul style="list-style-type: none"> • Demonstrate and describe ethical, safe and skilful practical techniques. • Process and select appropriate qualitative and quantitative methods. • Make, record and communicate reliable and valid observations. • Make measurements with appropriate precision and accuracy. • Analyse, interpret, explain and evaluate the methodology, results and impact of their own and others' experimental and investigative activities in a variety of ways. 	<i>Investigative Skills Assignment (ISA) Practical Skills Assessment (PSA) (20% of AS; 10% of A-Level)</i>
UNIT 2	A-LEVEL COURSE CONTENT	ASSESSMENT
CHEM4	KINETICS, EQUILIBRIA AND ORGANIC CHEMISTRY Kinetics, equilibria, acids and bases, nomenclature and isomerism in organic chemistry, compounds containing the carbonyl group, aromatic chemistry, amines, amino acids, polymers, organic synthesis and analysis, structure determination.	<i>Written exam: 105 minutes (20% of A-Level)</i>
CHEM5	ENERGETICS, REDOX AND INORGANIC CHEMISTRY Thermodynamics, periodicity, transition metals, reactions of inorganic compounds in aqueous solution.	<i>Written exam: 105 minutes (20% of A-Level)</i>
CHM6T OR CHM6X	INVESTIGATIVE AND PRACTICAL SKILLS – INTERNAL ASSESSMENT <ul style="list-style-type: none"> • Demonstrate and describe ethical, safe and skilful practical techniques. • Process and select appropriate qualitative and quantitative methods. • Make, record and communicate reliable and valid observations. • Make measurements with appropriate precision and accuracy. • Analyse, interpret, explain and evaluate the methodology, results and impact of their own and others' experimental and investigative activities in a variety of ways. 	<i>Investigative Skills Assignment (ISA) Practical Skills Assessment (PSA) (10% of A-Level)</i>

What will I benefit by choosing French AS/A-Level?

- It opens up a whole new world of culture and interest in countries close to us in UK
- You will embrace grammatical constructions and discipline in your mind to become a clear thinker
- You will be able to understand and converse in another language in business and in the community in greater depth

UNITS 1-2	AS LEVEL COURSE CONTENT	ASSESSMENT
FREN1	HEALTHY LIVING/LIFESTYLE Including travel, tourism, sports, hobbies, entertainments, customs, traditions, healthy living: nutrition, diet, exercise, unhealthy living: drugs, smoking and alcohol.	<i>Written exam: 120 minutes (69% of AS)</i> <i>Oral exam: 35 minutes (31% of total)</i>
	FAMILY/RELATIONSHIPS Including relationships, responsibilities, gender issues, youth culture, fashions, trends, education, vocational training and future careers.	
FRE2T/V	ORAL Preparation: 20 minutes; Structured discussion: 5 minutes; Conversation: 10 minutes. 50 marks.	
UNITS 3-4	A-LEVEL COURSE CONTENT	ASSESSMENT
FREN3	ENVIRONMENT Including technology, pollution, global warming, transport, energy, renewable energies, conservation, recycling, sustainability etc.	<i>Written exam: 150 minutes (69% of AS)</i> <i>Oral exam: 35 minutes (31% of AS)</i>
	CONTEMPORARY SOCIAL ISSUES Including racism, immigration, social exclusion and integration, terrorism, world of work, employment, commerce, globalisation etc.	
FRE4T/V	ORAL Preparation: 20 minutes; Structured discussion: 5 minutes; Conversation: 10 minutes. 50 marks	

What will I benefit by choosing German AS/A-Level?

- It opens up a whole new world of culture and interest in countries close to us in UK
- You will embrace grammatical constructions and discipline in your mind to become a clear thinker
- You will be able to understand and converse in another language in business and in the community in greater depth

UNITS 1-2	AS LEVEL COURSE CONTENT	ASSESSMENT
GERM1	HEALTHY LIVING/LIFESTYLE Including travel, tourism, sports, hobbies, entertainments, customs, traditions, healthy living: nutrition, diet, exercise, unhealthy living: drugs, smoking and alcohol.	<i>Written exam: 120 minutes (70% of AS)</i> <i>Oral exam: 35 minutes (30% of total)</i>
	FAMILY/RELATIONSHIPS Including relationships, responsibilities, gender issues, youth culture, fashions, trends, education, vocational training and future careers.	
GER2T/V	ORAL Preparation: 20 minutes; Structured discussion: 5 minutes; Conversation: 10 minutes. 50 marks.	
UNITS 3-4	A-LEVEL COURSE CONTENT	ASSESSMENT
GERM3	ENVIRONMENT Including technology, pollution, global warming, transport, energy, renewable energies, conservation, recycling, sustainability etc.	<i>Written exam: 120 minutes (70% of A-Level)</i> <i>Oral exam: 35 minutes (30% of A-Level)</i>
	CONTEMPORARY SOCIAL ISSUES Including racism, immigration, social exclusion and integration, terrorism, world of work, employment, commerce, globalisation etc.	
GER4T/V	ORAL Preparation: 20 minutes; Structured discussion: 5 minutes; Conversation: 10 minutes. 50 marks	

What is the Extended Project Qualification Level 3?

- The Extended Project Qualification is a level 3 qualification introduced in September 2008
- It can contribute to programmes of study in two ways
- The qualification attracts UCAS points at the same level as an AS

A STAND-ALONE QUALIFICATION

Learners may choose to take the Extended Project Qualification as an extension from studies for any qualifications as Level 3 (GCE, BTEC, NVQ, other academic or vocational qualifications including modern apprenticeships).

The Extended Project will develop and extend from one or more of the learner's study areas and/or from an area of personal interest or activity outside their main programme of study. It will be based on a topic chosen by the learner(s) and agreed as appropriate by the Centre.

Delivery of the Extended Project Qualification in centres will involve some teaching of the necessary skills, supervision and assessment of the learner's progress. It will involve extended autonomous work by the learner.

It will require in total 120 guided learning hours.

Learners are required, with appropriate supervision, to:

- Choose an area of interest
- Draft a title and aims of the project for formal approval by the centre
- Plan, research and carry out the project
- Deliver a presentation to a specified audience
- Provide evidence of all stages of project development and production for assessment.

WHAT ARE THE LEARNING OUTCOMES OF THE EXTENDED PROJECT QUALIFICATION?

The Learner will:

- Identify, design, plan and complete an individual project, applying a range of organisational skills and strategies to meet agreed objectives
- Obtain, critically select and use select information from a range of sources, analyse data, apply it relevantly and demonstrate understanding of any appropriate linkages, connections and complexities of the topic
- Select and use a range of skills, including new technologies where appropriate, solve problems, take decisions critically, creatively and flexibly, to achieve planned outcomes
- Evaluate outcomes both in relation to agreed objectives and own learning and performance
- Select and use a range of communication skills and media to present evidenced outcomes and conclusions in an appropriate format.

What will I benefit by choosing Product Design AS?

- Communication skills including: design, presentation, specification writing and production of a portfolio
- Practical skills in making and modelling, testing and problem solving; working with varied materials; (wood, metal, plastics, compliant materials: paper, card), textiles
- Transferable skills: time management, research, IT, quality control and health & safety awareness
- Presents the opportunity to go on and take the A2, thus gaining a full A-level

UNIT 1	COURSE CONTENT	ASSESSMENT
PROD1	SECTION 1: MATERIALS AND COMPONENTS Students should develop an understanding of the physical and mechanical properties of a broad range of materials and components	<i>Written exam: 120 minutes (80 marks: 50% of AS; 25% of A-Level)</i>
	SECTION 2: DESIGN AND MARKET INFLUENCES Students should develop knowledge and understanding of the broader issues for the designer such as: environmental sustainability of products and their manufacture, ergonomic and anthropometrics, inclusive design and consumer safety.	
	SECTION 3: PROCESSES AND MANUFACTURE Students should have a good understanding of the methods by which materials and components can be used to manufacture products. Through study and first-hand experience in practical project work, students will also develop knowledge of the Health and Safety issues relevant to working with materials.	
UNIT 2	COURSE CONTENT	ASSESSMENT
PROD2	LEARNING THROUGH DESIGNING AND MAKING Students will produce a written (or electronic) design portfolio, and a 3-D manufactured item. Coursework may take a number of forms; a simple design-and-make project, two smaller projects or a portfolio of work. Coursework projects may also provide an opportunity for students to learn about the use of computer aided design (CAD) and computer aided manufacture (CAM), and the use of basic quality control measures.	<i>Coursework: 50 hours (80 marks: 50% of AS; 25% of A-Level)</i>

What will I benefit by choosing Product Design A-Level?

- Communication skills including; design, presentation, specification writing and production of a portfolio
- Builds on skills learned in the AS course in each of the design & manufacture sections

UNIT 1	COURSE CONTENT	ASSESSMENT
PROD3	<p>DESIGN AND MANUFACTURE</p> <p>SECTION A: MATERIALS AND COMPONENTS</p> <p>Develops the knowledge and understanding of materials acquired at AS level and examines how they play a major part in the sections that follow.</p>	<p><i>Written exam: 120 minutes (84 marks: 25% of A-Level)</i></p>
	<p>SECTION B: DESIGN AND MARKET INFLUENCES</p> <p>The evolution, selection and application of materials for the manufacture of modern products. How use and conservation of energy and raw materials affects its selection and application.</p> <p>Use of IT in design. Factors which affect design eg. human, environmental and aesthetic. Quality assurance and quality control, product testing and improvement.</p>	
	<p>SECTION C: PROCESSES AND MANUFACTURE</p> <p>Appreciation and understanding of the use of CAM for industrial production. Use of ICT in manufacturing data control. Planning production procedures and methods. Implications of one-off or mass production requirements.</p> <p>Product development and improvement through critical assessment. Safe procedures and working practices in the workplace.</p>	
UNIT 2	COURSE CONTENT	ASSESSMENT
PROD4	<p>DESIGN AND MAKING PRACTICE</p> <p>This unit is the Centre-assessed component. Written (or electronic) design folder. Manufactured outcome. Candidates submit evidence of a simple, substantial designing and making activity. Available June only</p>	<p><i>Coursework: 60 hours (85 marks: 25% of A-Level)</i></p>

What will I benefit by choosing Art, Craft & Design A-Level?

- Develop practical and theoretical knowledge and understanding of relevant materials, processes, technologies and resources
- Gain experience in a range of 2D and 3D media, processes and techniques for both traditional and new media

	AS COURSE CONTENT	ASSESSMENT
Component 1: Portfolio	A broad-based course exploring practical and critical/contextual work through a range of 2D and/or 3D processes and media associated with two or more of the following: <i>Graphic Communication, Textile Design, Three-dimensional Design, Photography.</i>	<i>Coursework portfolio. (96 marks: 60% of AS)</i>
Component 2: Externally Set Assessment	Students should explore relevant images, artefacts and resources relating to a range of art, craft and design, from the past and from recent times, including European and non-European examples. This should be integral to the investigating and making processes. Students' responses to these examples must be shown through practical and critical activities that demonstrate their understanding of different styles, genres and traditions.	<i>Preparatory period plus 10 hours supervised time. (96 marks: 40% of AS)</i>
	A-LEVEL COURSE CONTENT	ASSESSMENT
Component 1: Personal Investigation	At A-level, students are expected to demonstrate greater depth of study than at AS, achieved by, for example: <ul style="list-style-type: none"> • greater specialisation in a particular medium or process • extended development of particular themes, ideas, concepts or issues 	<i>Personal investigation (96 marks: 60% of A-level)</i>
Component 2: Externally Set Assessment	<ul style="list-style-type: none"> • further theoretical research and increased requirement to demonstrate understanding through integrated practical and written forms, and other means of communication • more rigorous exploration of an inter-disciplinary or multi-disciplinary approach. 	<i>Preparatory period plus 15 hours supervised time. (96 marks: 40% of AS)</i>

What will I benefit by choosing Graphic Communications AS/A-Level?

- Discover how to use your creative abilities to communicate ideas and concepts visually, using text and illustration in combination
- Gain a wide range of creative, technical, and research skills and an understanding of the use of style, colour, type and composition
- Develop a wide knowledge of traditional artistic techniques as well as becoming competent in the use of graphic design software

AS COURSE CONTENT		ASSESSMENT
Component 1: Portfolio	Students should produce practical and critical/contextual work in one or more areas of study, for example, interactive media (including web, app and game design), advertising, packaging design, design for print, illustration, communication graphics, branding, multimedia and motion graphics.	<i>Coursework portfolio (96 marks: 60% of AS)</i>
Component 2: Externally Set Assessment		<i>Preparatory period plus 10 hours supervised time. (96 marks: 40% of AS)</i>
A-LEVEL COURSE CONTENT		ASSESSMENT
Component 1: Personal Investigation	At A-level, students are expected to demonstrate greater depth of study than at AS, achieved by, for example: <ul style="list-style-type: none"> • greater specialisation in a particular medium or process • extended development of particular themes, ideas, concepts or issues • further theoretical research and increased requirement to demonstrate understanding through integrated practical and written forms, and other means of communication • more rigorous exploration of an inter-disciplinary or multi-disciplinary approach. 	<i>Personal investigation (96 marks: 60% of A-level)</i>
Component 2: Externally Set Assessment		<i>Preparatory period plus 15 hours supervised time. (96 marks: 40% of AS)</i>

What will I benefit by choosing Art & Design: Textile Design AS/A-Level?

- This course develops each student’s creative abilities and skills in designing, manipulating, experimenting and selecting appropriate fabrics
- You will be taught the elements of textile design such as shape, colour, texture, pattern, harmony and contrast
- You will be trained in the understanding of a variety of textile methods such as fabric printing, transfer and fabric construction, stitching and batik

AS LEVEL COURSE CONTENT		ASSESSMENT
Component 1: Portfolio	Students should produce practical and critical/contextual work in one or more areas of study, for example, fashion design, fashion textiles, costume design, digital textiles, printed and/or dyed fabrics and materials, domestic textiles, wallpaper, interior design, constructed textiles, art textiles and installed textiles.	<i>Coursework portfolio (96 marks: 60% of AS)</i>
Component 2: Externally Set Assignment	Students are required to work in one or more area(s) of textile design, such as those listed below. They may explore overlapping areas and combinations of areas: fashion design, fashion textiles, costume design, digital textiles, printed and/or dyed fabric and materials, domestic textiles and wallpaper, interior design, constructed textiles, art textiles, installed textiles.	<i>Preparatory period plus 10 hours supervised time. (96 marks: 40% of AS)</i>
A-LEVEL COURSE CONTENT		ASSESSMENT
Component 1: Personal Investigation	At A-level, students are expected to demonstrate greater depth of study than at AS, achieved by, for example: <ul style="list-style-type: none"> • greater specialisation in a particular medium or process • extended development of particular themes, ideas, concepts or issues 	<i>Personal investigation (96 marks: 60% of A-level)</i>
Component 2: Externally Set Assignment	<ul style="list-style-type: none"> • further theoretical research and increased requirement to demonstrate understanding through integrated practical and written forms, and other means of communication • more rigorous exploration of an inter-disciplinary or multi-disciplinary approach. 	<i>Preparatory period plus 15 hours supervised time. (96 marks: 40% of AS)</i>

What will I benefit by choosing Textiles Skills & Design?

- Realise your potential, learn a skill for life & gain a prestigious, globally recognised City & Guilds accredited diploma
- Be trained in garment construction, fabric identification and usage. Understand commercial patterns & the handling of workroom equipment with safe practice
- Be able to advance to specialised areas of textiles study and practice
- Receive training in disciplines which are transferable into all life skills

UNIT T1	TIER 1 COURSE CONTENT	ASSESSMENT
T1: Core Skills	Understand the basic principles of garment construction, fabric identification and the skills of working with commercial patterns. Master the use of the sewing machine, overlocker and tools of the trade with safe practice. Learn correct use and application of colour themes. Construct two textile items with accompanying paperwork and compile a textiles journal. Optional extended study: theory or practical.	<i>Continuous assessment with external moderation and verification.</i>
UNITS T2-4	TIER 2 COURSE CONTENT	ASSESSMENT
T2: Garment Construction	This unit will extend the student's knowledge of more advanced design and sewing skills to include further techniques and more advanced processes. Design work; block printing; colour theory; research a fashion designer from a given list. Extension work to textiles journal. One textiles artefact and one garment with supporting paperwork. Optional extended study: theory or practical.	<i>Continuous assessment with external moderation and verification.</i>
T3: Soft Furnishings	Extend basic sewing skills into specialist soft furnishing techniques. Calculate fabric requirements and costings. This unit will enable the student to design, plan and select plain and patterned fabrics and construct one artefact and one sample curtain. Extension work to textiles journal. Optional extended study: theory or practical.	
T4: Creative Techniques	Aimed at the creatively minded students who wish to expand their colour studies and design and research skills into the study of decorative surface techniques applied to fabric. Students will learn to work many different processes and manipulation of fabric. Construct an embellished artefact with accompanying project work and a decorative hand, shoulder or clutch bag with a design development board. Extension work to textiles journal. Optional extended study: theory or practical.	

What will I benefit by choosing Textiles Technology GCSE?

- Develop a working knowledge of textiles materials and components appropriate to modelling, prototyping and manufacturing
- Understand design principles of form, function and fitness for purpose
- Understand the role that designers and product developers have and the impact and responsibility they have on and to society
- consider the conflicting demands that moral, cultural, economic, and social values and needs can make in the planning and in the designing of products

	COURSE CONTENT	ASSESSMENT
Unit 1	<p>MATERIALS AND COMPONENTS</p> <p>Candidates will study the properties and characteristics of fibres and fabrics and their suitability and fitness for purpose, finishing processes and surface decoration techniques and components including fastenings, trimmings and interfacings. They will also study design and market influences, analysing and evaluating products, techniques, processes and production planning. It is important to know and understand the importance and benefits of CAD and CAM used in textile production.</p>	<p><i>Written paper: 120 minutes (120 marks: 40%)</i></p>
Unit 2	<p>DESIGN AND MAKING PRACTICE</p> <p>Students are required to submit a single design and make project selected from a list of tasks provided by AQA.</p> <p>Each student should produce a design folder (paper or electronic) of approximately 20 A3 pages (or equivalent) and a completed 3-dimensional outcome. Photographic evidence at various stages of making is strongly recommended.</p>	<p><i>Controlled assessment: approx 45 hours (90 marks: 60%)</i></p>

HOME ECONOMICS: FOOD, NUTRITION & HEALTH AS/A-LEVEL OCR H111, H5111

What will I benefit by choosing Home Economics: Food, Nutrition and Health AS/A-Level?

Emphasis on the practical aspects of home economics and to encourage candidates to:

- Develop and apply knowledge, understanding and skills to meet human need in a broad range of activities; develop an awareness of the management of resources to meet an identified human need in a diverse and ever-changing society, including values issues
- Take account of rapid technological changes and the growth of scientific knowledge and understanding; critically evaluate evidence to justify informed decisions
- Use ICT where appropriate and develop innovative, creative and original ideas through active investigations

UNIT 1	AS LEVEL COURSE CONTENT G001 AND G002	ASSESSMENT
Society and Health	Candidates gain an understanding of demography, family and society, environment, social issues and health.	<i>Written exam: 120 minutes for each module (75 marks each: total 100% of AS; 50% of A-Level)</i>
Resource Management	Candidates acquire a thorough knowledge of resources, food provision, selection and purchase of food and household goods, food preparation and cooking equipment, food safety and hygiene.	
UNIT 2	A-LEVEL COURSE CONTENT G003 AND G004	ASSESSMENT
Coursework Study	Candidates select their own content and develop their own task.	<i>Coursework - internal assessment (25% of A-Level)</i>
Nutrition and Food Production	Candidates study nutrients and energy; nutritional and dietary needs of different groups of people; properties of food; design, development and production of food; advances in the food industry.	<i>Written exam: 90 minutes (75 marks: 25% of A-Level)</i>

What will I benefit by choosing Chef Skills?

- To develop a high standard of cookery skills, with evidence of good organisation and time management
- To gain knowledge of safe and hygienic kitchen practices, including the correct handling and storage of food
- To understand the contribution of a well-balanced diet to good health and be able to apply this knowledge practically
- To gain confidence and a discerning attitude towards the choice, cooking and presentation of food

	COURSE CONTENT	ASSESSMENT
Safety and Hygiene	Awareness of food safety issues and ability to demonstrate good hygienic practices, including the correct handling and storage of food. Be aware of general health and safety procedures.	<i>Practical assessments over the two years that are internally assessed.</i>
Nutrition	Understand the main nutrients and their role in the diet. Be able to plan diets for individual needs and for specific dietary needs. Have a clear understanding of current guidelines for a healthy diet.	
Menu Planning	Understand the factors which affect the choice of food, the principles of menu planning and be able to apply these factors when planning a wide range of meals appropriate to a variety of situations.	
Equipment and Appliances	To understand the points for consideration when selecting and using a range of kitchen equipment and appliances. Be able to demonstrate safe and appropriate use of equipment.	
<i>Mise-en-place:</i> Preparation & Presentation of food	To gain a broad understanding of the foundation methods of cooking. To be able to confidently and competently prepare a wide selection of dishes demonstrating good use of manipulative skills through a variety of cookery methods and techniques. Show efficient management of time and resources to produce pleasing results with a creative touch.	

IMPORTANT NOTE

Chef Skills is a professionally written course based on City & Guilds 3320 Culinary Skills, which has now been withdrawn without direct replacement. Consequently, City & Guilds are accrediting Chef Skills for Focus Learning Trust.

What will I benefit by choosing Construction?

- It allows candidates to learn, develop and practise the skills required for employment and career progression in the construction sector
- An avenue for students with practical expertise and vocational preference to express themselves
- It also contributes knowledge and understanding towards the related Level 1 Certificate & Diploma in Basic Construction Skills

UNIT 1	COURSE CONTENT	ASSESSMENT
6219-04	<p>LEVEL 1 AWARD IN CONSTRUCTION SKILLS</p> <p>A mandatory health and safety unit plus a wide range of specific construction skills options, including woodwork, plumbing, bricklaying, electrical, decorating; subject to school resources.</p>	<p><i>Minimum 9 credits: 3 of which must come from units 103-137. Guided learning: 90-100 hours.</i></p>
6219-05	<p>LEVEL 1 CERTIFICATE IN CONSTRUCTION SKILLS</p> <p>A mandatory health and safety unit plus a wide range of specific construction skills options, including woodwork, plumbing, bricklaying, electrical, decorating; subject to school resources.</p>	<p><i>Minimum 15 credits: 6 of which must come from units 102-137, Guided learning: 150-160 hours.</i></p>
6219-07	<p>LEVEL 1 DIPLOMA IN CONSTRUCTION SKILLS</p> <p>A mandatory health and safety unit plus a wide range of specific construction skills options, including woodwork, plumbing, bricklaying, electrical, decorating; subject to school resources.</p>	<p><i>Minimum 37 credits: 18 of which must come from units 103-137. Guided learning: 370-380 hours.</i></p>

Highlight the optional subjects you are interested in for your year and future subjects you might take. Please note that availability of optional subjects listed is dependent on sufficient take-up.

	MY SUBJECTS FOR YEAR 12	MY SUBJECTS FOR YEAR 13
COMPULSORY SUBJECTS	Maths	Maths
	English	English
	Business	Business
STRAND 4 HUMANITIES/ SCIENCE	Law AS	Law AS/A-Level
	History AS	History AS/A-Level
	Geography AS	Geography AS/A-Level
	Physics AS	Physics AS/A-Level
	Chemistry AS	Chemistry AS/A-Level
	French/German AS	French/German AS/A-Level
STRAND 5 CHOICE/PRACTICAL	French/German AS	French/German AS/A-Level
	Accounting AS	Accounting AS/A-Level
	Economics AS	Economics A-Level
	Government & Politics AS	Government & Politics AS/A-Level
	Extended Project Qualifications Level 3	Extended Project Qualifications Level 3
	Design & Technology: Product Design AS	Design & Technology: Product Design AS/A-Level
	Art & Design: Art, Craft & Design AS	Art & Design: Art, Craft & Design AS/A-Level
	Art & Design: Graphic Communications AS	Art & Design: Graphic Communications AS/A-Level
	Design & Technology: Textiles Technology GCSE	Design & Technology: Textiles Technology GCSE
	Art & Design: Textile Design AS	Art & Design: Textile Design AS/A-Level
	Textiles Skills & Design	Textiles Skills & Design
	Home Economics: Food, Nutrition & Health AS	Home Economics: Food, Nutrition & Health AS/A-Level
	Chef Skills	Chef Skills
	Basic Construction Skills	Basic Construction Skills
	Advanced Learning	Advanced Learning
	OTHER SCHOOL PROGRAMMES FOR YOUR YEAR GROUP	Community Period
Tutorial/PSHE		Tutorial/PSHE
PE/Games		PE/Games

This page could be used to list information that might help you decide which subjects to choose

MY INTERESTS <i>What I like doing</i>	MY QUALITIES <i>What I am like as a person</i>
MY SKILLS <i>What I do well</i>	MY FAVOURITE SUBJECTS
<p><i>Questions I have about my subject choices.</i></p>	

It is important to fill in the Second Choice as subjects may not be offered if insufficient students make that selection.

Name	Campus
From the Option list, write the subject of your choice from Strand 4: Humanities/Science	From the Option list, write the subject of your choice from Strand 5: Choice/Practical
First Choice:	First Choice:
Second Choice:	Second Choice:
Signed: Parent	Signed: School Coordinator
Date	Date



FOCUS
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