SIXTH FORM COURSE GUIDE 2027

OXTED SCHOOL

BRINGING OUT THE BEST

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KEY STAGE 5 CURRICULUM 2027

Academic success is at the forefront of our curriculum design, teaching and learning strategies, and pastoral care

Oxted Sixth Form is a selective Post-16 school of academic excellence. Students are encouraged to succeed academically so that they can go on with confidence to academia, apprenticeships, entrepreneurship, and employment. We are proud to say that Ofsted has recognised the achievements of our Sixth Form students in every regard and last year our outcomes were in the top 35% of the country.

We believe that learning in a classroom is only one aspect of a student's time at Oxted's Sixth Form. Students are expected to independently study for five hours per week, enhancing their in-class knowledge. They are encouraged to take on roles of responsibility such as in the Junior Leadership Team (JLT) and with the thriving House system, develop wider reading, analytical, and revision skills, and act as a role model within the school community. As a function of being part of this flourishing, healthy school community, students enjoy their time at Oxted. Our Sixth Form Team is committed to working collaboratively with students and their families to signpost support and opportunities to prepare our pupils for the world beyond school. To us, this means both academic preparation, securing the highest grades possible and the acquisition and development of critical life skills such as independence, cooperation, and resilience.

We do hope you choose to study, learn, and develop at Oxted Sixth Form. We look forward to welcoming you.

Ms A Bergamo, Director of Sixth Form

The current Sixth Form Course Guide offers over 30 courses at Level 3, consisting of A-level courses, vocational BTEC courses, and the Extended Project Qualification (EPQ). In Year 12, students study three Level 3 subjects, which may combine A–levels and one vocational BTEC subject. Students may study for four subjects if they wish but only after consultation with the Sixth Form Team. Moreover, the expectation would be that the student will maintain a four A-level / BTEC Level 3 program of study over their entire two years in the Sixth Form.

It is our expectation that all students beginning a course in September 2027 plan to study the full two-year programme and therefore students will not be entered for AS examinations at the end of Year 12.

All Year 12 students have the option to undertake the EPQ alongside their programme of Level 3 subjects which is worth 50% of an A-level.

Entry Requirements For Oxted Sixth Form

Admission to the Sixth Form is predicated on the principle that it is possible to offer each student courses that are most appropriate for them and offer the greatest chance of success, progression, fulfilment and enjoyment. Every year we welcome many students who have previously studied at other schools.

The general entry requirement for study in the Sixth Form is:

- At least 5 GCSEs at Grade 4 or above
- Minimum of Grade 4 in English Language or Literature and Grade 4 in Mathematics

In the event of a grade 4 not being achieved in English or Mathematics, the application will be reviewed and enrolment cannot be guaranteed. Individual subjects may include their own subject specific requirements above the general entry requirement, and these are available in the subject section of the Sixth Form Course Guide 2027. The Sixth Form Team will advise and guide students through this process and provide any support that they may need to make appropriate choices. Individual circumstances may be considered by the Sixth Form Team when finalising enrolment decisions.

We will accept students who achieve a grade 3 in Mathematics or English on an individual basis looking at the subjects they want to study and meeting the average GCSE grade 4 requirement. These students will then take English or Mathematics GCSE retake classes on top of their three Level 3 choices.

Specific, additional entry requirements for courses are available on our website. An example of additional requirements is a high English grade for an essay-based subject.

Course Choices

Every effort is made to maximise the number of option choices available to the students. However, the final list of subjects running is dependent on student demand to ensure all courses are viable. Moreover, the positioning of subjects in blocks for timetabling is designed to suit the requirements of the majority of our students. Given these two factors, it might not be possible for every student's subject requests to be met and therefore it may not be possible to run all courses offered in this course guide. When this is the case, we will notify the student as early as possible in the application process and provide support in the selection of another option choice. It should be noted the final composition of the option blocks will not be finalised until the Autumn term 2027.

SIXTH FORM ENRICHMENT

As members of Oxted School Sixth Form, students are invited to contribute to the life of the School community, be beacons for behaviour, and act as role models to younger students. Involvement in activities will contribute to students' personal development (through leadership, communication, and organisational skills) and should be an enjoyable and rewarding way of enriching their Sixth Form experience. It will set them apart from other applicants for jobs, apprenticeships, gap year activities, or universities. Listed below are some of the ways that students can become involved through House or other school-based activities.

Activity	Description
Oxted Advantage	Medical Career Pathway, University Preparation Group, Oxbridge Pathway, Super-Curricular
Junior Leadership Team	Elected at the end of Year 12 by staff and students. The JLT help organise social and charity events. They represent the school and community on a variety of occasions. They implement change and are a voice between the students and staff Senior Leadership Team
House Captains	Voluntary House Duty Team supporting Head of Pastoral Teams and House Captains, particularly at whole school events
Subject Captains	Support a department through involvement in lessons with younger students, or through coaching, helping run clubs, teams etc. Support in lessons (in Years 7-12) and with whole school events.
Student Ambassador (mentor)	Trained peer counselling for younger students see Miss Golightly and the Junior Leadership Team
Paired Reading	Help younger students who have difficulty reading - see Mrs Waller
Duke of Edinburgh's Award	Students can work towards taking their Gold Award - see Mrs Taylor (behind the Old Hall)
Sporting Monday	Sixth Form students compete against one another and against other year groups in various sports across the school site every Monday
Sixth Form Charity Events	Students can organise and run charity events - see Miss Golightly
Extended Project	This is an additional qualification whereby students complete a year-long project and have a mentor to help - see Mrs Moore

APPLYING FOR OXTED SCHOOL SIXTH FORM

Step 1: Choosing Courses

A number of things will influence your choice of course:

- Personal preference
- Higher Education/Apprenticeship and career ambitions
- Course content
- Availability of courses
- Combination of courses
- Course entry requirements

To maximise the chances of choosing the right courses you should:

- Be aware of what your **interests** are: Sixth Form courses are academically demanding, and it is essential that you are highly motivated in every subject you choose. Make sure you use Sixth Form Open Evening and the Course Guide to get fully informed.
- Research what qualifications are required for any possible **careers** you have in mind; request a careers interview to discuss this with Mr Orozco through the Year 11 Team.
- **Find out** as much as you can about the courses you might be interested in, look at the course descriptions in this course booklet, talk to teachers and parents, current Sixth Formers, your friends, your Tutor. Engage fully on Sixth Form Taster Day and sit in as many classes as possible (up to five).
- Estimate **your attainment** in these subjects: comments on reports, at Progress Review Evening, coursework grades, predicted grades. Talk to your GCSE teachers and ask whether they think you would enjoy and cope with their subject at A-level and perhaps beyond. Be honest with yourself: if you are finding a subject very challenging at GCSE, it's likely not the right choice for an A-level.
- Would you **thrive on four?** Virtually no university require or even prefer four A-levels, and such a curriculum should not be undertaken lightly. If you are interested in taking four A-levels, please discuss with one of the Sixth Form team to assess if this is your best choice. Further Maths students may benefit from taking four A-levels, but this is a rare exception.
- **Combination** of courses: consider how your subject choices complement one another as there can be an overlap of content. Essay-based subjects could be balanced with mathematical or vocational courses. Depending on your post Sixth Form plans, this might be a benefit or a hindrance. Please seek advice if you are unsure.

APPLYING FOR OXTED SCHOOL SIXTH FORM

Step 2:

Internal Application Form

Internal students are required to apply for Sixth Form via SIMS Online by **Friday 18 December**. Students will be invited to register on SIMS Online which is where they will make their choices. Please see the power point which is in the 'how to apply' area on the school website.

External Application Form

Please select your subjects in order of preference along with a back up subject should you not get all of your other choices. There will be an opportunity to review and amend your choices following GCSE results. Application forms are available to download from our school website. External applicants should send their application form by email to Katharine.LEstrange@oxted.thpt.org.uk

Step 3: Consultation Meeting and Day in the Life of a Sixth Form Student

Internal Students: After handing in your application, all students will take part in a consultation to discuss choices with either the Sixth Form Team or a member of the school's Senior Leadership Team. Internal applicants will also have the opportunity to take part in a 'day in the life of a Sixth Form student' and experience taster lessons as well as using the common room and silent study areas in a free period.

External Students: External students may also be required to attend an informal meeting and will be contacted accordingly. A reference will be requested from your current school.

Step 4: Information Day for External Students

This is a chance to experience a day as a Sixth Form student: you will have an opportunity to meet key staff and current Sixth Form students. You will also meet Sixth Form teachers in your choice of A-level taster lessons and ask them about the courses you have chosen.

Step 5: GCSE Results Day and Enrolment

Members of the Year 11 Team and Sixth Form Team, along with the Senior Leadership Team will be available to answer any immediate concerns or questions you may have as a result of your grades and guide you through your options.

Step 6: Transition Week

This is your first week in September when you will find out information on the day-to-day life of a sixth form student. You will be allocated a tutor group; your course choices and timetable will be finalised prior to the start of A-level / BTEC Level 3 study. Sessions run on time management, organisation, critical thinking, and debating.

APPLIED CRIMINOLOGY LEVEL 3

Specific Course Entry Requirements

Meet General Entry Requirement

Examination Levels Offered

Applied Diploma Level 3
(equivalent to an A-Level)
Certificate (equivalent to an AS Level)

Exam Board

WJEC

Higher Education and Career Opportunities

It can lead to careers in the criminal justice systems, social work, probation work, police, psychology and other community-based professions. It also enables access to universities as it is seen as the equivalent of one A-Level.

Criminology as a field of study is essential to many job roles within the Criminal Justice System, social and probation work and sociology and psychology. This course offers an opportunity to explore many areas of society and many employment and entrepreneurial opportunities in society. It offers an opportunity for students who are interested in social justice and other issues. It will help them develop an awareness of the overarching challenges facing society and some of the possible solutions and the role they can play in making society a better place for all.

The WJEC Level 3 Applied Diploma in Criminology is a wide-ranging qualification offering learning experiences in psychology, law and sociology that complements studies in humanities and the social sciences. This is an Applied General qualification. It is designed to offer exciting and interesting experiences that focus learning for 16–19-year-old students thorough applied learning, i.e. through the acquisition of knowledge and understanding in purposeful contexts linked to the criminal justice system. The qualification would support students moving from KS4 to KS5 with the aim of going onto further studies via an undergraduate or an apprenticeship.

The Diploma is equivalent to one A-level and comprises four units of equal weight, two of which are assessed through external exams, two of which through an internally managed controlled assessment. Alternatively, students can achieve a Certificate (equivalent to an AS qualification) by taking Units 1 and 2.

Staff Contact - Mr K Towl

ART & DESIGN

Specific Course Entry Requirements
Grade 5 in Art or Fine Art

Examination Levels Offered
A-Level

Exam Board
AQA

Higher Education and Career Opportunities

Degrees in Design, Fine Art, Fashion Design, Textile Design, Graphic Design, Architecture, Computer Design, Theatre Design, Product Design, Interior Design and Teaching. Careers such as artist, designer, architect, interior design er, creative roles in industry, fashion designer, fashion buyer, textile designer, product designer and graphic designer

A-Level - Two-Year Course

Art and Design A-level is linear and will run as a two-year A-level. In Year 12 students will develop a range of skills through workshops and investigations of contextual sources. They will start their personal investigation in March of year 12 which will be component 1 worth 60% of their final grade. In February of Year 13, they will then complete component 2; the externally set project worth 40%.

If you are interested in exploring the visual and tactile qualities of 3D, as well as 2D art, then this is the course for you. You will be encouraged to explore the work of other artists and designers and to develop responses. Your work will take the form of annotated boards and/or sketch books as well as 3D samples. You will also have the opportunity to further your creative interest in 2D or 3D form, or specialise in a Textile approach if you wish.

This course is perfect if you have a creative interest in design and are considering a design career, or if you have followed the GCSE Art & Design, Textiles, Fine Art, or even Photography.

Year 12: Workshops- Students will learn, develop and refine a variety of skills. They will complete three units of work using source material and relevant artists to create inspiring design work. A wide range of media and techniques will be explored; students will secure a sound knowledge of how to create and interpret contextual sources. Students will need to explain the development of their ideas through both written and visual information. Students will need to submit all of their research work and the final piece for the art exhibition. This will be the foundation for their A–level.

Year 12 and Year 13: Component 1: 60% worth of final grade
Personal Investigation

This personal investigation incorporates both visual contextual and written elements. This will take the form of a portfolio of work. Students are encouraged to develop their own personal style and to develop a high level of skill within their chosen speciali sms. Students must demonstrate greater maturity and depth in skill, knowledge and knowledge gained from Year 12. They are required to write an in depth essay to support their investigations. Staff will also advise and help to organise portfolio work for students who wish to apply for further education within the Arts.

Component 2: 40% worth of final grade
Externally Set Unit

This assignment is aimed at assessing the students' ability to work independently in response to a chosen starting point carrying out investigation, developing ideas and realising intentions referencing contextual and critical sources Students will need to submit all of their research work and their final outcomes, which will be carried out over 15 hours in exam conditions.

Staff Contact - Mrs N Garstang

ART - FINE ART

Specific Course Entry Requirements
Grade 5 in Art or Fine Art

Examination Levels Offered
A-Level

Exam Board
AQA

Higher Education and Career Opportunities

Students can go on to study degrees in Fine Art, Fashion Design, Textile Design, Architecture, Theatre Design, Interior Design and Teaching.
Fine Art can also lead to careers such as an artist, designer, architect, interior designer, creative roles in industry, art therapist, teacher or community art leader

A-Level Fine Art A-level is linear and will run as a two-year A-level. In Year 12 students will develop a range of skills through workshops and investigations of contextual sources. They will start their personal investigation in March of Year 12 which will be component 1 worth 60% of their final grade. In February of Year 13, they will then complete component 2, the externally set project worth 40%.

You will study the skills of drawing and painting as well as visually expressing your ideas in a range of media. You will study contextual sources including a wide range of artists and use these to influence and develop your own personal investigation. If you enjoy working on thematic projects and exploring a range of art materials, this course is likely to appeal to you. You will also have the opportunity to study figure drawing. If you have followed the GCSE Drawing & Painting, Art and Design Art courses, this course is appropriate for you.

Year 12: Term 1 and 2 - Unit 1: Recording Workshops

Students will learn, develop and refine a variety of recording skills and explore different media in the first term investigating a variety of artists as stimulus.

Unit 2: Human Form

Students will develop their drawing and recording skills in including life drawing. Students will secure a sound knowledge of how to create and interpret contextual sources, and this will help them develop their own personal style and portfolio.

Students will need to explain the development of their ideas through both written and visual information. Students will need to submit all of their research work and the final piece which will be presented in the art exhibition. This will be the foundation for their A-level.

Year 12 and Year 13:

Component 1: 60% worth of final grade
Personal investigation

This personal investigation incorporates both visual and written elements. This will take the form of a portfolio of work. Students are encouraged to develop their own personal style and to develop a high level of skill within their chosen specialisms. They are required to write an in-depth essay to support their investigations. Students must demonstrate greater maturity and depth in skill and knowledge gained from Year 12. Staff will also advise and help to organise portfolio work for students who wish to apply for further education within the Arts.

Component 2: 40% worth of final grade
Externally Set Unit

This assignment is aimed at assessing the students' ability to work independently in response to a chosen starting point carrying out investigation, developing ideas and realising intentions referencing contextual and critical sources Students will need to submit all of their research work and their final outcomes, which will be carried out over 15 hours in exam conditions.

Staff Contact - Mrs K Sowerbutts

ART - PHOTOGRAPHY

General Entry Requirement

Grade 5 in an Art based subject

Examination Levels Offered

A-Level

Exam Board

AQA

Higher Education and Career Opportunities

Students can continue to study related Photography subjects at University.

Typical career paths include fashion photographer, special effects artist, news/editorial/fashion photographer, film director, and advertising designer

A-Level

Photography A-level is linear and will run as a two-year A-level. In Year 12 students will learn a variety of photographic and contextual skills, including darkroom, Photoshop, alternative processes and digital editing. Students are encouraged to develop their own ideas into independent studies which will include studying photographers and artists to develop their own intentions. Students use a wide variety of Photographic media to realise photographic artworks. Students are expected to offset some of the expense of the course by contributing to materials and may have their own camera, preferably an SLR with a manual option.

Year 12: Workshops

Students learn to develop and refine a variety of photographic skills with reference to a variety of photographic image makin g techniques. After an initial unit studying Technical skills, students embark on their own project on a given theme which is the start of the Personal Investigation. At this point students, will develop ideas conceptually and creatively with reference to relevant artist and photographer studies to guide them. Various Photographic techniques such as Cyanotype, Wet processing, Photoshop, Photomontage and studio work are all explored to develop a final piece. Students record their learning and experiences in a sketchbook which must contain all experiments and written annotations.

A wide range of media and techniques will be explored: students will secure sound knowledge of how to interpret contextual sources. Students will need to explain the development of their ideas through both written and visual information, submitting all research and final piece for the art exhibition. This will be the foundation for their A–level.

Year 12 and Year 13 - Component 1: 60% worth of final grade

Personal investigation

Origins – a personal investigation incorporating both visual contextual and written elements. This will take the form of a portfolio of work. Students are encouraged to develop their own personal style and to develop a high level of skill within their chosen specialisms. Students must demonstrate greater maturity and depth in skill, knowledge and knowledge gained from Year 12. Sta ff will also advise and help to organise portfolio work for students who wish to apply for further education within the Arts.

Component 2: 40% worth of final grade

Externally Set Unit

This assignment is aimed at assessing the students' ability to work independently in response to a chosen starting point carrying out investigation, developing ideas and realising intentions referencing contextual and critical sources Students will need to submit all of their research work and their final outcomes, which will be carried out over 15 hours in exam conditions.

Staff Contact - Mrs K Potter

ART - TEXTILES

Specific Course Entry Requirements

Grade 4 in Art or Fine Art

Examination Levels Offered

A-Level

Exam Board

AQA

Higher Education and Career Opportunities

This qualification supports progression into further education, training or employment, including any appropriate design-related courses. The course leads to a wide range of vocations

including architecture, concept design, interior design, exhibition design, theatre sets and garden design

A-Level Two-Year Course

This course is a direct link to the GCSE Art and Design Textiles that we offer at Oxted School. Through the course you will develop your skills in designing, both with hand drawing and computer design software. You will also develop skills in hand printing.

Students will complete projects on garments/fashion • accessories • soft furnishings • printed and/or dyed textiles • constructed textiles • textile installation • expressive textiles • digital textiles and develop skills in fabric printing, mono-printing, relief printing, screen printing, tie-dye, batik, spraying, transfer, fabric construction, stitching, appliqué, patchwork, padding, quilting, embroidery, weaving, knitting and mixed-media applications.

Across two years, students will complete two portfolios that will be put forward for submission to the exam board.

Component 1: 60% worth of final grade

There are two distinct elements:

- a **practical portfolio** with supporting contextual research in response to a set theme. The portfolio may be presented in a format appropriate to the specialism and area of study chosen
- A **related study** using words and illustrations demonstrating the context in which their portfolio exists, exploring the relevant genre, subject matter, movement or historical framework of the selected theme.

Component 2: 40% worth of final grade

Exam Board Set Title

Students can choose a starting point from any of the seven given themes for which they will generate an appropriate personal response for assessment. They will carry out preparatory work to research, plan and develop their ideas, before engaging in 15 hours of supervised time to complete their work.

Staff Contact - Mrs K Sowerbutts

BIOLOGY

Specific Course Entry Requirements
Combined Science minimum of 6-6 grade, minimum of 6 in Biology Separate Science, 5 in English and 6 in Maths

Expectations

Biology A-level is a rigorous academic subject, and we strongly advise taking either another Science or Maths Statistics with this A-level to succeed in this course. Additional study will be required if you study Biology in isolation. Good literacy and language skills are required to succeed in this subject.

Examination Levels Offered
A-Level

Exam Board
AQA

Higher Education and Career Opportunities

Careers within Biology include research (particularly in genetics, medicine and biochemistry), conservation and environmental work. Careers in which you will find your knowledge of Biology useful include genetics, cosmetics, pharmaceuticals, environmental health, nursing and healthcare, water treatment, medicine and biotechnology industries

A-Level
Biology A-level is linear. Assessment of a student's knowledge and understanding of the whole course takes place at the end of two years study. Students will be expected to complete a formal end of year test at the end of Year 12.

Biology is one of the most dynamic fields of study in terms of the practical - stem cell therapy; the conceptual - the synthetic cell; and the future-memory augmentation surgery. Biology is the study of the natural world and all the living things in it, from the largest mammals down to our very own microscopic DNA. This course covers a variety of different areas of Biology including Human Physiology, Ecology, Biochemistry and Genetics. Each topic is presented using a real-world setting. If you want to explore the environment around you, the interactions of organisms inhabiting it and their structure, then this is the course for you.

Year 12 - AS Level Course
- **Paper 1 -** 50% of the total qualification, 1 hour 30 minutes, 75 marks
- **Paper 2 -** 50% of the total qualification, 1 hour 30 minutes, 75 marks

Year 13 - A-Level Course
- **Paper 1 -** 35% of the overall qualification, 2 hours, 91 marks
- **Paper 2 -** 35% of the overall qualification, 2 hours, 91 marks
- **Paper 3 -** 30% of the total qualification, 2 hours, 78 marks

Paper 3 contains an essay question in which students will have the choice of two titles from which to compose one essay. This will be 25 marks of the paper, equating to 32% of the grade for this paper. Throughout the course, students will also have to complete 12 Core practical experiments, which can be examined in any of the papers.

Further details of the topics covered in each unit and paper is available on our website: www.oxtedschool.org

- Topic 1: Biological molecules - From AS course
- Topic 2: Cells - From AS course
- Topic 3: Organisms exchange substances within the environment - From AS course
- Topic 4: Genetics and Biodiversity - From AS course
- Topic 5: Energy transfers in between organisms
- Topic 6: Response to Environment
- Topic 7: Genetics & Evolution
- Topic 8: Control of Gene Expression

Staff Contact - Mrs A Driver

BUSINESS

General Entry Requirement

Minimum grade 4 in GCSE business if taken

Minimum L2 Pass in Enterprise if taken

Examination Levels Offered

A-Level

Exam Board

Edexcel

Higher Education and Career Opportunities

Students can study any business related topic at University such as marketing, accounting and business management. Business Studies also goes well with language courses. Career opportunities include Management trainee courses; and specific employment in marketing, finance, operations and Human Resources

A-Level

The Edexcel A-Level Business course is structured around **four core themes**, each building key understanding and skills in real world business contexts:

Theme 1: Marketing and People

Covers meeting customer needs, the market, marketing mix and strategy, managing people, and entrepreneurial leadership

Theme 2: Managing Business Activities

Focuses on raising finance, financial planning and control, operations and resource management, and external influences

Theme 3: Business Decisions and Strategy

Explores business objectives, corporate strategy, business growth, decision-making techniques, competitive assessment, and managing change

Theme 4: Global Business

Addresses globalisation, global markets and expansion, global marketing strategies, multinational corporations, and the ethical dimensions of international business

Assessment Format: Three Examinations

Assessment is conducted through **three externally examined papers**, all taken at the end of the two-year course

Paper 1: Marketing, People and Global Businesses

Covers Themes 1 and 4. Two sections, each featuring data-response questions and an extended open-response question.
Duration: 2 hours; 100 marks; contributes **35%** of the total A-Level

Paper 2: Business Activities, Decisions and Strategy

Covers Themes-2 and 3. Mirrors Paper 1 in format and structure. Duration: 2 hours; 100 marks; also **35%** of total marks

Paper 3: Investigating Business in a Competitive Environment (Synoptic)

Integrates all four themes - Based on a **pre-released context** (typically released in November before the exam), with two sections: one focused on the context, the other on unseen stimulus materials. Students must apply knowledge and analytical skills to both familiar and unfamiliar data. Duration: 2 hours; 100 marks; weighs **30%** of total qualification

Staff Contact - Miss F Logan

BUSINESS BTEC

General Entry Requirement

Meet General Entry Requirements

Examination Levels Offered

BTEC

Exam Board

Pearson Edexcel

Higher Education and Career Opportunities

Students can study any business-related topic at University such as marketing, accounting and business management.

Business BTEC also goes well with language courses.

Career opportunities include Management trainee courses; and specific employment in marketing, finance, operations and Human Resources

The BTEC Level 3 National Diploma in Business is a two-year vocational qualification equivalent to two A-Levels. It is designed for students interested in gaining practical business knowledge and skills, preparing them for higher education or direct entry into the workforce.

Students will explore various aspects of the business world, including marketing, finance, human resources, and management. The curriculum combines theoretical learning with practical application, providing a comprehensive understanding of business operations.

The course is assessed through two piece of coursework; Unit 1 and Unit 8 and two external exams, one sat in May of Year 12 and the other in May of Year 13. Students have the opportunity to re-sit Unit one in both January and May of Year 13.

Internally Assessed Coursework

Unit 1 – Exploring Business is an internally assessed, introductory unit lays the groundwork for the BTEC Business programme. It helps students understand the purposes, organisation, and structures of different businesses, how they communicate and respond to internal and external influences, and what makes them successful.

Unit 8: Recruitment and Selection Process

In this unit, students examine how businesses attract and select candidates. They will participate in activities such as creating job descriptions, conducting interviews, and evaluating the effectiveness of recruitment methods.

External Exams

- **Unit 2: Developing a Marketing Campaign** Students are provided with a case study and must plan a marketing campaign within a set timeframe, demonstrating their ability to apply marketing principles effectively

- **Unit 3: Personal and Business Finance** This unit covers essential financial concepts, including budgeting, cash flow, and financial planning, culminating in a written exam to assess students' grasp of financial management in business contexts

Staff Contact - Miss F Logan

CHEMISTRY

Specific Course Entry Requirements

Combined Science minimum of 6-6
Grade 6 in Maths

Expectations

Chemistry contains many links to the other sciences and we strongly advise studying another Science in conjunction with Chemistry to aid understanding. Chemistry A-Level contains a significant quantitative part and so we recommend also studying Maths A-Level in conjunction with Chemistry. Additional study will be required if you study Chemistry in isolation

Examination Levels Offered

A-Level

Exam Board

AQA

Higher Education and Career Opportunities

Studying Chemistry will provide you with a firm foundation for further studies in the subject and complements other courses, especially Biology, Physics, Mathematics and Geography. Chemistry A-Level is essential if you are considering a career in medicine, veterinary medicine, biological science or pharmacology

A-Level

Chemistry A-Level is linear. Assessment of a student's knowledge and understanding of the whole course takes place at the end of two years. Students will not be expected to complete an AS examination at the end of the first year but will complete internal school exams.

Chemistry is a fascinating subject, combining theory and practical work to explain how the world around us works. Chemistry is a pivotal Science, vital for Medicine and Veterinary Science and a very good fit with both Biology and Physics, as well as many other subjects.

Prospects for students with a Chemistry A-Level are bright. Seen as a challenging subject by both Universities and employers, a Chemistry qualification shows you are able to understand and analyse complex ideas and apply them to unfamiliar situations. Of course, Chemistry is fun too; if it can be set alight, be caused to explode or give off foul gases, then it must be Chemistry!

Year 12

- Paper 1 - Physical & Inorganic , 50% of the total qualification, 1 hour 30 minutes, 80 marks
- Paper 2 - Organic & Physical , 50% of the total qualification, 1 hour 30 minutes, 80 marks

Year 13

- Paper 1 - Physical & Inorganic, 35% of the overall qualification, 2 hours, 105 marks
- Paper 2 - Organic & Physical, 35% of the overall qualification, 2 hours, 105 marks
- Paper 3 - 30% of the total qualification, 2 hours, 90 marks

Paper 3 contains 30 marks from any content over the whole 2 year course, 40 marks will be on practical skills & techniques and 30 marks of multiple choice.

Throughout the course, students will also have to complete 12 Core practical experiments, which can be examined in any of the papers.

Year 12 Topics

Atomic Structure	Bonding	Kinetics	Equilibria	Periodicity	Group 2
Group 7	Naming Compounds	Alkanes	Halogenoalkanes		Alkenes
Alcohols	Mass Spectroscopy	Energetics			

Year 13 Topics

Thermodynamics	Kinetics	Equilibria	Redox	Naming Compounds
Carbonyls	Aromatic Chemistry	Amines	Polymerisation	Amino Acids, DNA
Chromatography	Periodicity	Transition Metals		

Staff Contacts - Mrs K Edwards / Mrs S Picard

COMPUTER SCIENCE

Specific Course Entry Requirements

A minimum grade 5 in GCSE Computer Science and a grade 5 in GCSE Mathematics is required

Examination Levels Offered

AS and A-Level

Exam Board

OCR

Higher Education and Career Opportunities

This course is excellent for a student wishing to be a technical user or a programmer; an ideal stepping-stone to a Computing or Computer Science qualification at University. The course will develop logical thinking and planning skills and will equip students to be effective problem solvers. The deep understanding of computer systems and programming studied in Computer Science provides a valuable range of skills that are highly valued within many disciplines and careers, even those which do not initially appear to require programming directly

"Everybody should learn how to code because it teaches you how to think" *Steve Jobs*

Oxted School has been designated as a Lead School in the Network of Teaching Excellence by the British Computing Society and the Department for Education in the Computing at Schools Network.

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

Course Content: The content of this A-Level in Computer Science (H446) is divided into three components:

Computer Systems Component (01) - 40% of qualification - This unit contains most of the content of the specification and is assessed in a written paper recalling knowledge and understanding. Component 01 covers the characteristics of contemporary systems architecture and other areas including the following:

- The characteristics of contemporary processors, input, output and storage devices
- Software and software development
- Programming
- Exchanging data
- Data types, data structures and algorithms
- Legal, moral, ethical and cultural issues

Algorithms and Programming Component (02) - 40% of qualification - This unit relates principally to problem solving skills needed by students to apply the knowledge and understanding encountered in Component 01. There will be a short scenario/task contained in the paper, which could be an algorithm or a text page-based task, which will involve problem solving. Other areas covered include the following:

- Elements of computational thinking
- Problem solving and programming
- Algorithms

Programming Project Component (03 or 04) - 20% of qualification - This unit is a practical portfolio-based assessment with a task that is chosen by the teacher or learner and is produced in an appropriate programming language. Mathematical skills and logical thinking are embedded throughout the content of the three components. They will be assessed in the written papers and through the non-examined assessment where appropriate.

Staff Contact - Miss F Killick

DESIGN AND TECHNOLOGY - PRODUCT DESIGN

Specific Course Entry Requirements

Grade 4 in Art & Design (D&T) and grade 4 in Maths

Examination Levels Offered

A-Level

Exam Board

Eduqas - Design and Technology (Product Design) A602QS

Higher Education and Career Opportunities

This qualification supports progression into further education, training or employment, including any appropriate design-related courses.

The course leads to a wide range of vocations including architecture, concept design, interior design, exhibition design, theatre sets and garden design

This creative and thought-provoking qualification gives students the practical skills, theoretical knowledge and confidence to succeed in a number of careers, especially those in the creative industries. They will investigate historical, social, cultural, environmental and economic influences on design and technology, whilst enjoying opportunities to put their learning in to practise by producing prototypes of their choice. Students will gain a real understanding of what it means to be a designer, alongside the knowledge and skills sought by higher education and employers.

Course Content

- designing and innovation
- materials and components
- processes
- industrial and commercial practice
- product analysis and systems
- human responsibility
- public interaction
- marketing and research

Assessment

Students sit one written exam at the end of Year 13, based on all the theory taught throughout the course. It is worth 50% of the course.
The remaining 50% of the course is a Non-Examination Assessment (NEA) assessed in the form of a substantial design and make project. A written design portfolio and sketchbook, supported by photographic evidence of a final prototype is required based upon a context and design brief developed by the student:

a) Identifying and investigating design possibilities
b) Developing a design brief and specification
c) Generating and developing design ideas
d) Manufacturing a prototype
e) Analysing and evaluating design decisions and prototypes

Staff Contact - Mr D Sowerbutts

DRAMA & THEATRE

Specific Course Entry Requirements

Grade 5 in Drama or equivalent practical experience of drama and theatre preferred, plus Grade 5 for English Literature

Examination Levels Offered

A-Level

Exam Board

Eduqas

Higher Education and Career Opportunities

Students can go on to higher education and study a range of diverse subjects including : Acting/ Performance, Technical Theatre, Marketing, Advertising, Journalism, Public Relations, Law and many more.

Career opportunities include becoming an actor, presenter, stage management/ design, teaching, working in business, becoming a barrister and much more.

At Oxted School, we offer a wide and exciting Drama course to inspire students. Over the duration of the course students will develop their knowledge & understanding of drama and theatre through practical exploration of a range of theatrical forms and texts. They will further enhance their analytical and evaluating skills, developing written responses to explore a range of theatrical styles, as well as developing their awareness of their own and others work.

Our practical curriculum allows students to explore the work of a range of theatre practitioners and develop their understanding and awareness of how theatre can be developed and presented to an audience.

Component 1: Theatre Workshop (internally assessed; externally moderated - 20% of A-Level)
Students will participate in the creation, development and performance of a piece of theatre based on a reinterpretation of an extract from a text.

The piece must be developed using the techniques and working methods of an influential theatre practitioner or a recognised theatre company.

As part of this unit, students will produce:-

- A realisation of the performance or design element
- A creative log (written / audio-visual)

Component 2: Text in Action (externally assessed by a visiting examiner - 40% of A-Level)
Students will participate in the creation, development and performance of two pieces of theatre based on a stimulus:

1. A devised piece using the techniques and working methods of either an influential practitioner or a recognised theatre company (different from that chosen for Component 1)
2. An extract from a text in a different style chosen by the student

Students are required to realise their performance live for a visiting examiner, either in performance or through presentation (if opting for design).

Students will also produce a process and evaluation report within one week of completion of the practical work.

Component 3: Text in Performance (written examination - 2 hours 30mins - 40% of A-Level)
In Sections A and B of this written examination students will complete a series of questions on two set texts studied throughout the course, from the perspective of director, designer and actor to convey their artistic vision for imagined performance.

In Section C of this written examination students will complete one question on a specific extract from a further set text, conveying their artistic vision for directing or designing an extract for performance.

Staff Contact - Mr J Packer

ECONOMICS

Specific Course Entry Requirements
Minimum Grade 4 in Business if taken
Minimum L2 Pass in Enterprise if taken
5 in English
5 in Maths

Examination Levels Offered
AS and A-Level

Exam Board
Edexcel

Higher Education and Career Opportunities

Economics combines well with most other subjects for a range of university courses. These include Mathematics, Politics, Geography, English and History Economics opens up a wide variety of careers and courses ,with Economics graduates highly sought after. In recent years, students have gone on to study or work in the fields of Accountancy, Banking, Brokering, Business Consultancy, Finance, Politics, Risk and Portfolio Management for international blue chip companies, government departments and independent entrepreneurs.

Economics is the study of choice and decision making in a world with limited resources - how answering society be organised to make the best of what little we have and what should governments do to achieve this. Economics is a subject looking at how and why events happen in the real world, with a focus on students often working independently to develop their views and opinions. To be successful, you need to have a business-like approach to your studies, attending lessons punctually and being motivated to organise your own work outside lessons. Most important of all, you need to ensure you read around the subject and have a good knowledge of current affairs.

This course offers a comprehensive exploration of economic principles, equipping students with analytical and evaluative skills applicable to real-world scenarios. Structured around four thematic areas, the course delves into both microeconomic and macroeconomic concepts, preparing students for higher education and careers in economics, business, and related fields.

Course Structure:

- **Theme 1: Introduction to Markets and Market Failure**
  This theme introduces the fundamental economic problem of scarcity and the necessity of choice. Students examine how markets operate, the mechanisms of demand and supply, and the reasons markets may fail. Topics include externalities, public goods, and government intervention strategies.
- **Theme 2: The UK Economy**
  Performance and Policies Focusing on macroeconomic indicators, this theme explores the measurement of economic performance through metrics like GDP, inflation, and unemployment rates. Students analyse the objectives and tools of government economic policy, including fiscal and monetary policies, and their impacts on the UK economy.
- **Theme 3: Business Behaviour and the Labour Market**
  Students delve into the theory of the firm, exploring different market structures such as perfect competition, monopolies, and oligopolies. The theme also covers labour market dynamics, wage determination, and the influence of trade unions and government policies on employment.
- **Theme 4: A Global Perspective**
  This theme broadens the scope to international economics, examining globalisation, international trade, exchange rates, and the balance of payments. Students assess the impact of global economic events and policies on national economies, with a particular focus on developing countries and the role of international organisations.

Assessment: The A-level qualification is assessed through three, 2 hour, externally examined papers:

- **Paper 1:** Markets and Business Behaviour Covers content from Themes 1 and 3, focusing on microeconomic principles
- **Paper 2:** The National and Global Economy Assesses knowledge from Themes 2 and 4, emphasizing macroeconomic concepts
- **Paper 3:** Microeconomics and Macroeconomics A synoptic paper that integrates content from all four themes, requiring students to apply their understanding to various economic contexts

Each paper includes a combination of multiple-choice questions, short-answer questions, data response questions, and extended open-response questions. The assessments are designed to evaluate students' abilities to demonstrate knowledge, apply concepts, analyse information, and evaluate economic arguments.

Staff Contact - Miss F Logan

ENGINEERING - BTEC

Specific Course Entry Requirements

Grade Pass in Engineering
Grade5 in Maths

Examination Levels Offered

Level 3 Alternative Academic Qualification
BTEC National in Engineering (Extended Certificate)

Exam Board

Pearson BTEC

Higher Education and Career Opportunities

This qualification can lead to progression to the following degrees:

- BEng Mechanical Engineering
- BEng General Engineering
- BEng Electronic and Electrical

Engineering Learners may also progress to HNC or Foundation Degrees in Engineering.

The Pearson Level 3 Alternative Academic Qualification BTEC National in Engineering (Extended Certificate) is designed for post-16 students with an interest in the Engineering sector and aiming to progress to higher education as a route to graduate level employment.

Equivalent to one A-level in size, it is suitable for students looking to develop their applied knowledge and skills in Engineering as part of a study programme alongside A levels.

Course Content

The qualification has been developed in consultation with higher education representatives and professional bodies to ensure students have the knowledge, understanding and skills they need to progress to, and thrive in, higher education.

The qualification has four mandatory units covering the following topics:

- Engineering Principles: Engineering data and applying mathematical procedures in mechanical and electrical contexts
- Engineering Applications: Advances in modern technology and how they are reshaping the engineering sector's function; materials and processes to devise sustainable solutions to engineering problems
- Engineering Design: Three-dimensional (3D) models and two-dimensional (2D) detailed drawings using a computer-aided design (CAD) system
- Engineering Project: Project management processes in Engineering products from concept to solution

What knowledge and skills will the student develop as part of this qualification and how might these be of use and value in further studies?

Students will develop the following knowledge and skills:

- Knowledge of units of measure, understanding of engineering data and information, application of mechanical, electronic and electrical engineering mathematical procedures in engineering contexts
- Knowledge of the engineering industry including its functional areas, emerging technologies and understanding materials and their use in the sector
- Engineering design skills including design development and technical communication skills, interpreting technical specifications and responding to briefs
- Knowledge and application of Engineering project management processes and techniques
- Critical thinking and problem solving, personal responsibility in managing own learning and mastery, research and creativity

Assessment

There are two examined units and two internally assessed units where students will engage in practical tasks to develop their Engineering skills and knowledge.

Staff Contact - Mr D Sowerbutts

English Language

Specific Course Entry Requirements

Grade 6 in English Language

Examination Levels Offered

A-level

Exam Board

Eduqas

Higher Education and Career Opportunities

English Language is ideal for those wishing to take the subject further at University.

It is a very well-regarded subject benefitting all students, even those who wish to pursue other subjects at a higher level.

Achieving well in this subject illustrates excellent written expression, ideal for those interested in professions such as Law or Journalism. It also displays cultural and historical awareness; the ability to analyse and evaluate; and the ability to develop original ideas, qualities beneficial in pursuing any professional career, including Early Years Education, Publishing or Teaching.

English Language A-level is a fascinating subject which varies significantly from GCSE English Language. This course will be of interest if you:

- Enjoy writing creatively
- Like solving puzzles, analysing data and carrying out investigations
- Have ever wondered why some of the words and expressions your friends use are different from those you hear amongst your grandparents' generation, and why some people from the North sound different from those in the South of England
- Have ever wondered how a child learns to speak

There is some reading involved, but we will not read complete works of fiction! Interest and motivation are more important than your grades at GCSE.

The examined units are as follows:

1. Analysing spoken language (10%)
2. Language issues: how children learn to talk; language and power; language and situation (20%)
3. Language change over time (20%)
4. How language is used in the twenty-first century (10%)
5. Writing two creative original texts, plus a commentary on what you write (20%)

The exams all take place at the end of Year 13.

There is also a non-examined unit (NEA/coursework) in which you will carry out an investigation into an area of your own choosing linked to language and identity or language and gender. This counts for 20% of the overall A-level.

Staff Contact - Mrs A May

ENGLISH LITERATURE

Specific Course Entry Requirements

Grade 6 in English Literature

Examination Levels Offered

A-level

Exam Board

OCR

Higher Education and Career Opportunities

English Literature is ideal for those wishing to take the subject further at University. It is an extremely traditional, academic and well-regarded subject benefitting all students, even those who wish to pursue other subjects at a higher level.

Achieving well in this subject illustrates not only excellent written expression, ideal for those interested in professions such as Law or Journalism, but also varied cultural knowledge; the ability to analyse and evaluate; and the ability to develop original ideas, qualities beneficial in pursuing any professional career, including Publishing or Teaching

English Literature A-level is linear. Assessment of a student's knowledge and understanding of the whole course takes place at the end of two years.

The OCR A-level in English Literature is a rigorous and challenging qualification which allows both freedom of textual choice and embedded independent study. The non-examination element allows more detailed work in a field of a particular personal interest, preparing students well for further study.

The aim of this subject is to encourage students to develop their interest in and enjoyment of literature and to engage critically and creatively with a variety of texts and contexts.

Year 12

There are three units in this A-level. We start Year 12 with Unit 2 - the second and longer examination paper. This is the *Comparative and Contextual* unit, worth 40% of A-level, and focuses on Prose in the gothic genre. We explore Bram Stoker's 'Dracula', Angela Carter's 'The Bloody Chamber', and a wide range of unseen extracts.

We then work towards the first piece of coursework, a 1,000-word essay on Contemporary Poetry for Unit 3, which makes up 20% of the overall A-level.

Alongside this, we study the Shakespeare component of Unit 1, Drama and Poetry.

Year 13

In Year 13, we study a pre-1900 play - John Webster's 'The Duchess of Malfi' and pre-1900 poetry - a selection by Christina Rossetti - for Unit 1.

We will also be completing the final piece of coursework which is a 2,000-word essay with a focus on post-1900 literature. In this, you can - with the guidance and support of your teacher - select your own texts to analyse, thus helping you to explore texts and concepts that interest you, and prepare you more fully for university study.

Staff Contact - Mrs A May

ENVIRONMENTAL SCIENCE

Specific Course Entry Requirements

Combined Science minimum of 5-5 grade, or a 6 in any Separate Science subject, 5 in English and 5 in Maths

Examination Level Offered

A-Level

Exam Board

AQA

Expectations

Environmental Science A-level is a rigorous academic subject, and we strongly advise taking either another Science, Geography or Maths with this A-level Additional study will be required if you study Environmental Science in isolation. Good literacy and language skills are required to succeed in this subject

Higher Education and Career Opportunities

Careers within Environmental Science Environmental Science include town and country planning, energy resource management, pollution engineering, medical science, geology, pollution management, waste management, ecology and conservation. Careers in which you will find your knowledge of Environmental Science useful include forensic science, medicine, engineering, architecture, health and safety

A-Level Environmental Science is one of the most current and relevant fields of scientific study in today's world. This course covers a variety of different areas of science, developing the traditional topics studied in GCSE Biology, Chemistry and Physics, to explain how the Earth has developed over time, the impact of humans, plants and animals in different ecosystems. These ideas are considered in terms to current environmental issues and potential solutions to these. Each topic is has links to news, real world context and planning for the future. If you want to explore the history and issues relating to the environment around you, then this is the course for you.

Exams take place in Year 13 - A-Level Course

- **Paper 1 -** 50% of the overall qualification, 3 hours, 120 marks
- **Paper 2 -** 50% of the overall qualification, 3 hours, 120 marks

Both papers are a combination of multiple choice, short answer and extended writing questions. Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of the interconnections between topics.

- Topic 1: The Living Environment
- Topic 2: Biological Resources
- Topic 3: Sustainability
- Topic 4: Research Methods
- Topic 5: The Physical Environment
- Topic 6: Energy Resources
- Topic 7: Pollution
- Topic 8: Research Methods 2

Staff Contact - Mrs L Bond

EXTENDED PROJECT QUALIFICATION

Specific Course Entry Requirements

English Grade 5

Examination Levels Offered

A-Level grades A* to E

Exam Board

AQA

Higher Education and Career Opportunities

This qualification builds invaluable independent learning skills which are useful for any student as it supports the skills required in work, for apprenticeships and in higher education. The taught skills include planning and managing a project, research skills, referencing skills, essay writing as well as presenting skills.

In addition, students deepen and extend their knowledge and understanding of any chosen area of interest.

The qualification provides students with an opportunity to delve into an area of genuine interest. There are clear guidelines concerning the appropriateness of research topic titles. As part of the qualification, they receive taught timetabled input into effective research methods, referencing, planning and presenting although the main onus is placed on the student. This course builds a range of independent learning skills.

At Oxted School, all students are allocated a weekly timetabled supervision session with a teacher who will teach the taught skills element as well as guide and support the student through the process. The course is expected to take 90 hours, most of which are completed independently by the student.

Doing an EPQ can give you the opportunity to get a wider perspective on how your subjects ,or just any interest you have, fit into the wider world. Committing to learning on your own, outside of the classroom sets you up great for both university and just life itself.

Course Content

Students can choose to research any topic of interest. They also choose whether to make an artefact (for example; model, film, piece of writing, code a computer programme, write a piece of music, make an architectural model etc.) or write an extended report or essay. The Examination Board has clear guidelines about setting an appropriate topic and title.

How is the Course Assessed?

Students submit three elements which are assessed at school and moderated by the Examination Board.

1. **The Process Log** which describes in detail the learning journey undertaken. This starts with Initial Planning, setting aims and objectives, reflecting on progress, justifying decisions, planning research, planning the essay/report, planning the presentation and a final summary and reflection of the whole process. This is worth approximately 60% of the total marks.
2. **The Report/Essay** (5,000 words) or the **Artefact plus Supporting Statement** (1000 words). The report should be carefully planned and structured with all research sources clearly referenced. Students must submit a bibliography to evidence their resource base. This is worth approximately 40% of the total marks with the presentation.
3. **The Presentation** of 10 to 15 minutes plus a Question-and-Answer session. Students normally choose to deliver a PowerPoint (or similar) presentation to a small group of fellow EPQ students and their supervisors. Students also prepare a display board to act as a focal point for a discussion about their project, its successes and their main discoveries.

Staff Contact - Mrs J Moore

FOOD PREPARATION & NUTRITION

Specific Course Entry Requirements
Grade 5 in GCSE Food Preparation and Nutrition or a distinction in Catering and Hospitality BTEC.

Average grade 4 in Science GCSE.

Students do not need to have studied Food at GCSE

Examination Levels Offered
Level 3

Exam Board
WJEC

Higher Education and Career Opportunities

By studying for this certificate alongside other relevant qualifications at Level 3 e.g. GCE Biology, Physical Education, Sociology, students will gain the required knowledge to use the qualification to support entry to higher education courses such as: BSc Human Nutrition; BSc (Hons) Public Health Nutrition: BSc (Hons) Food Science and Technology.

This course can lead to careers in the Food industry Nutritionists, product development and food technologist or in business in marketing and sales or alternatively as a sports coach or fitness instructor

An understanding of food science and nutrition is relevant to many industries and job roles. Care providers and nutritionists in hospitals use this knowledge, as do sports coaches and fitness instructors. Hotels and restaurants, food manufacturers and government agencies also use this understanding to develop menus, food products and policies that that support healthy eating initiatives.

Knowledge of a food in terms of nutrition and practically, are the corner stones to enabling students and young people to develop the life skills of cooking healthy and balanced food dishes. Together with the development of food based scientific knowledge, students will be able to independently adapt recipes and understand how different ingredients function together in a recipe and in turn further th eir appreciation of the working characteristics of these in dishes. For example, why does bread go brown in a toaster? Why does broccoli go green-grey in colour if it is overcooked?

The WJEC Level 3 Certificate in Food Science and Nutrition has been designed to provide students with underpinning knowledge, understanding and skills to progress to further study and training. It offers exciting and interesting experiences that focus learning for 16–19-year-old students through the acquisition of knowledge and understanding in purposeful contexts linked to the food production industry.

Assessment

The WJEC Level 3 Certificate in Food Science and Nutrition is assessed through a combination of a 1 ½ hour written exam and an internal centre marked assignment. This equates to 50% internally assess and 50% externally assessed work. Key topics that will be covered for the exam include the importance of food safety, properties in nutrients and the relationship between these and the human body and being able to plan nutritional requirements.

Students complete three units over two years of study. The mandatory unit on Meeting Nutrition Needs of Specific Groups, will enable the learner to demonstrate an understanding of the science of food safety, nutrition and nutritional needs in a wide range of con texts, and through on–going practical sessions, to gain practical skills to produce quality food items to meet the needs of individuals. Students will research, plan and cook high quality and well-presented dishes for a specific dietary need in a safety and hygienic manner.

The qualification supports progression from GCSE Food Preparation and Nutrition and together with relevant Level 3 qualificat ions such as AS and A-Levels in Biology, Chemistry, Physical Education, Sociology and Maths. It will enable students to pursue careers or learning in related areas such as the food industry production.

Staff Contact - Ms Z Haylock

FRENCH

Specific Course Entry Requirements

Grade 6 in French

Examination Levels Offered

A-Level

Exam Board

Edexcel

Higher Education and Career Opportunities

Knowledge of a foreign language is increasingly considered to be an asset in a variety of careers. French can be studied as a main subject in a degree course but combines well with other subjects such as English, History, Politics, Business, Economics, as well as STEM subjects, which can open doors to opportunities abroad and international careers.
Traditionally, language graduates enjoy very high levels of employment

A-Level French is your opportunity to take your language skills to the next level while exploring the people, culture, history and issues that have shaped modern France and the French-speaking world.

Throughout the course you will develop your independent language skills, developing a range of vocabulary and broadening your grammatical understanding and application. You will also have individual / paired speaking lessons giving you dedicated time to build effective communication and presentation skills.

Throughout the course, you will develop the confidence to communicate fluently and spontaneously, while exploring fascinating topics including changing society, diversity, immigration, politics, music and the impact of the Second World War and the Occupation of France.

You will also study two compelling works. In the hit film Intouchables, you will explore friendship, disability, social class and cultural difference in contemporary France. Through Joseph Joffo's autobiographical novel Un Sac de Billes, you will discover the experiences of two young Jewish brothers trying to survive in Occupied France during the Second World War.

You will additionally have the opportunity to become an expert on a topic that genuinely interests you through your own Independent Research Project which will form the basis of your speaking exam in Year 13.

You will become a stronger communicator, critical thinker and independent learner, developing skills that universities and employers value highly.

One language. A world of opportunities.

Course Structure:

In Year 12, you will develop your language skills from GCSE and will look specifically at the following topics:

- Changes in French Society: Family life, Education and the World of Work
- Artistic and Political culture in France: Music, Media and Festivals and traditions
- Film: Intouchables

In Year 13, you will build on the topics from Year 12, and will also study:

- Immigration and French Multicultural Society
- The Occupation of France 1940-1944 and the French Resistance
- Literature: Un Sac De Billes
- Independent research project

At the end of Year 13 you will take three papers:

- Unit 1: Listening, Reading and Translation (1 hour 45 minutes) 40%
- Unit 2: Written Response (2 hours 40 minutes) 30%
- Unit 3: Speaking (16-18 minutes) 30%

Staff Contact - Mr K Vouimba

GEOGRAPHY

General Entry Requirement

Grade 5 in Geography, 5 in Maths and 5 in English

Examination Levels Offered

A-Level

Exam Board

AQA

Higher Education and Career Opportunities

Geography is multi-skilled which makes employment accessible in a variety of areas e.g. marketing, personnel management, government, civil service, town and country planning, surveying, leisure and tourism and environmental work

Geographers investigate and try to explain the world around them by looking for patterns and trends and seeking to explain their observations. If we understand how natural processes work we can predict the likely impact that people will have on them. This effective planning should lead to a sustainable management approach. Our investigations will look at scales ranging from global to local and include a focus on different levels of development. Geography includes a wide range of Key Skills.

The A-Level Geography qualification is a two-year linear course and covers the following three components:

- **Component 1 -** 2-hour 30-minute written examination
- **Component 2 -** 2-hour 30-minute written examination
- **Component 3 -** 3,000-4,000-word fieldwork investigation report

In Year 12 we will cover:

Students will start the year looking at the two biggest sections of the course; Hazards and Resource Security. Both of these have the biggest conceptual element to the course and will discuss themes that will be important for students to understand and use in their other topics. Later in the year, students will then move on to look at the water and carbon unit and the changing places unit.

Component 1: Physical Geography (40% of the A-Level grade)	**Component 2: Human Geography** (40% of the A-Level Grade)	**Component 3: Geography Fieldwork** Investigation (20% of the A-Level Grade)
• Coastal systems and landscapes • Hazards • Water and Carbon	• Changing places • Resource Security • Global Governance	• Students complete an individual investigation based on a question or issue relating to any part of the specification content

In Year 13 we will cover the final two topics:

Coastal systems and landscapes and Global Governance. Once completed, students will have opportunities to write their NEA fieldwork investigation both inside and outside of school, alongside revision. The deadline for this assessment to be completed will be before the Easter holidays.

Associated Course Costs

Approximate field trip costs are: A 3-day trip to a field studies centre approx. cost £300 – and a day trip to Brighton £20. The locations for field trips are subject to change and all prices are approximate. Students will also need to complete at least one day individual fieldwork as part of their Non-Examined Assessment (NEA) which will need to be costed by the student.

Staff Contact - Ms M Kaisharis

HEALTH AND SOCIAL CARE - BTEC

General Entry Requirements

Meets General Entry Requirements

Examination Levels Offered

BTEC Level 3 National Extended certificate - equivalent to one A-level (A*-E)

Exam Board

AAQ

Work Experience

To help enhance learning and understanding of the subject, work experience relating to this course will take place in Year 12

Higher Education and Career Opportunities

The subject offers a wide range of opportunities and progression to further education into all areas of health and social services. Career opportunities include nursing, social work, sports science and teaching/primary education

The Pearson Level 3 Alternative Academic Qualification BTEC National in Health and Social Care Extended Certificate is an Alternative Academic Qualification (AAQ) aims to provide a broad educational base for further training, further education and employment within the Health and Social Care sector. The qualifications will develop students' abilities through the knowledge and skills gained in different parts of the programme.

The vocational context of the qualification is key to effective delivery, and this can be provided through assignment briefs that provide students with realistic, work-based scenarios and projects.

This course introduces students to key concepts and a body of knowledge that will provide them with an invaluable perspective of issues in health and social care. It consists of four units, three of which are mandatory and one optional unit. Two of the mandatory units are externally assessed/examined units.

In Year 12 - two units are completed:

- **Unit 1: Human Life Span Development – Examined Unit**
  Students will examine physical, intellectual, emotional and social development across the human lifespan, the interaction between biological and social factors in health and well-being and how health care professionals provide effective care.

- **Unit 3: health and social care practice (Coursework)**
  Students will investigate the Core principles, values and legislation that underpin and influence health and social care, and the effect of social determinants on an individual health status

In Year 13 - two units are completed:

- **Unit 2: Human Biology and Health**
  In this unit, students will explore the Human body structure and systems, normal physiological functioning and the impact of common disorders.

- **Unit 6: safe environments in health and social care (Coursework)**
  In this unit, students will explore the importance of safe working practices, professional responsibilities and record keeping in maintaining safe environments and quality care in line with national standards in health and social care settings.

Please note - This Course offering is at the Head of Faculty's discretion based on Government consultations

Staff Contact - Mrs G Ojekwe-Uche

HISTORY

General Entry Requirements

Grade 5 in History, 5 in English

Examination Levels Offered

AS and A-level

Exam Board

AQA

Higher Education and Career Opportunities

History is a well-respected academic subject. The skills you acquire through studying History will be of great benefit to you whether you are contemplating higher education to read History or other degrees at University, or seeking employment.

History is useful for careers which require the ability to research, to plan, to process information, to solve problems and to communicate effectively.

There are a host of opportunities available – careers in journalism and the media, librarianship, teaching, the legal profession, museum work and the world of business

History is inescapable, it studies the past and the legacies of the past in the present. It connects things through time and encourages its students to take a long view of such connections. The study of history is the study of our world and the people in it.

The study of history will help you to develop skills of analysis and interpretation; be able to weigh up often contradictory evidence, to distinguish and assess different approaches to the past, to develop your own line of interpretation and to construct and defend an argument – coherently and convincingly. These skills are invaluable in many jobs and so studying history gives a broad range of career options.

The course is split into three sections:

- **Component 1: Britain - Challenges and Transformations 1851-1964**
- **Component 2: The Cold War 1945-1991**
- **Component 3: (NEA) The History of the United States 1760-1870**

Year 12

During Year 12 students will study Britain; Challenge and Transformation 1851-1914. This is a key period in the development of our nation. We study the development of the British political system and the Conservative and Liberal parties. We will look at how Britain deals with the industrial revolution and the impact this has on the people of Britain.

We will also look at the Cold War from 1945–1962; from its origins and how it developed to the brink of nuclear war. Key events which have shaped our modern world such as the Berlin Blockade, the formation of NATO, the Korean War, the Nuclear Arms Race and the Cuban Missile Crisis and are analysed in depth.

Year 13

The Year 13 course will provide progression in the skills developed by students at Year 12. Students will increase the depth of their knowledge and understanding of 20th century history and be expected to develop more analytical skills, especially with regard to differing historical interpretations and source material.

Students will continue their study of Britain; Challenge and Transformation up to 1964, examining both World Wars and their impact on Britain. We will also continue our study of the Cold War up to 1991; investigating the impact of the Vietnam War, Détente and the collapse of the Soviet Union. Both of these units have exams at the end of year 13 and each exam is worth 40% of the total A-level. The exams are 2½ hours long.

The third coursework unit (which is worth 20% of the total A-level) is an independent enquiry. It will focus on the USA from 1760 to 1860. Students will select a topic from this period they are interested in, e.g. the causes of the American Civil War, the experiences of black Americans, and will write an extended essay on that topic. They will be supported with one-to-one mentoring from a history specialist.

Staff Contact - Mr A Harney

Law

Specific Course Entry Requirements
Grade 5 in English

Examination Levels Offered
A-level

Exam Board
AQA

Higher Education and Career Opportunities

Law provides an excellent basis for any future career in the legal profession, as well as criminology, politics, journalism or the civil service.

A-Level Law is a two-year course, developed to help students explore concepts and theories of law, how laws are made and applied, alongside substantive areas of law. The course also covers the purpose of law and how the law balances conflicting interests. Students will gain an understanding of the national and international laws that govern our behaviour, the relationship between law and politics and the consequences of not following laws. The course also examines the personnel within the legal system and training routes into a legal career.

	Paper One	Paper Two	Paper Three
Non-Substantive Law (Nature of law – legal and other rules; civil/criminal distinction and sources)	Statutory Interpretation Judicial Precedent The criminal courts and lay people Legal personnel – roles of barristers, solicitors and legal executives; regulation The judiciary: types of judge Role of judges in criminal courts Access to justice and funding in the criminal system Law and society – fault Law and justice	Parliamentary law making Law reform The civil courts and other forms of dispute resolution. The judiciary: types of judge Role of judges in civil courts Access to justice and funding in the civil system Law and society – fault Law and morality	The rule of law Delegated legislation European Union The judiciary: types of judge Role of judges in civil courts (contract) and in criminal courts (human rights) Independence of the judiciary Access to justice and funding in civil system (contract) Law and society – balancing conflicting interests Law and justice Law and morality
Substantive Law	**Criminal Law** Rules & theory of criminal law General Elements of Liability Fatal Offences Against the Person Non-Fatal Offences Against the Person Property Offences Preliminary Offence Defences Capacity defences Defences Necessity Defences	**Tort Law** Rules & theory of tort law Liability in negligence for physical injury to people and damage to property Liability in negligence for economic loss and psychiatric injury Occupiers' liability Nuisance and the escape of dangerous things Vicarious liability Defences Remedies	**Human Rights Law** Rules and Theory in Human Rights, International Law Human Rights in the United Kingdom prior to and after the Human Rights Act 1998 The European Convention on Human Rights 1953 Article 2, Article 5, Article 8, Article 10 & Article 11

How is the Course Assessed?
There are three written examinations, taken in the summer of Year 13. Each paper lasts for 2 hours, has a maximum of 100 marks available and is worth 33% of the whole A-level. Each paper contains a combination of multiple choice, short answer and extended writing questions.

- Paper 1: Nature of Law – legal and other rules; civil/criminal distinction and sources and **Criminal Law**
- Paper 2: Nature of Law – legal and other rules; civil/criminal distinction and sources and **Tort Law**
- Paper 3: Nature of Law – legal and other rules; civil/criminal distinction and sources and **Human Rights**

Staff Contact - Mr K Towl

MATHEMATICS

Specific Course Entry Requirements

Grade 7
(Grade 6 at Head of Math's discretion)

Examination Levels Offered

AS and A-level

Exam Board

Edexcel

Higher Education and Career Opportunities

AS and A-level Mathematics are intellectually challenging courses, highly valued by universities and employers.

Mathematics is used in a variety of careers and higher education courses, such as: Accountancy, Economics, Medicine, Architecture, Engineering, Teaching, Psychology and Computing

Mathematics is the study of patterns abstracted from the world around us - therefore it is clearly a very relevant subject with thousands of applications in almost all aspects of life. Indeed, every time you use, for example, your computer, your credit card or your car, you are benefiting from the fruit of someone's mathematical thinking.

A-level Mathematics are intellectually challenging courses, highly valued by universities and employers. As well as being courses worth studying in their own right, you will find that Mathematics supports many other subjects, most notably the natural sciences. Your skills of logical problem solving and deductive reasoning will be developed to a high degree.

New Areas of Mathematics

Pure: This is largely a continuation of the mathematics you have already met, especially algebra. You will, however, soon encounter new concepts such as calculus - very exciting and challenging!

Mechanics: This area of Mathematics is closely related to Physics. You will learn how to describe mathematically the motion of objects and how they respond to forces acting upon them, from cars in the street to satellites orbiting a planet. You will learn the technique of mathematical modelling; that is, of turning a complex physical problem into a simpler one that can be analysed and solved using mathematical methods.

Statistics: You have also met this before, but at A-level it is studied in much greater depth and is applied to numerous practical situations where you will learn how to analyse and summarise numerical data in order to arrive at conclusions about it. Statistics can be particularly useful if you intend studying Economics, Psychology or Biology.

Course Content and Assessment Details

Each of the units are equally weighted and all papers are calculator papers. All papers are sat at the end of Year 13, however there may be the option to sit an AS-Level at the end of Year 12 or Year 13 in special circumstances.

Paper	Weighting	Time
Paper 1 (Pure)	33.3%	2 hours
Paper 2 (Pure)	33.3%	2 hours
Paper 3 (Statistics & Mechanics)	33.3%	2 hours

We recommend that students purchase the textbooks for the course and a Casio fx-CG50 Graphical Calculator to aid their study. These can be purchased through the Mathematics Department at the beginning of each year.

Staff Contact - Mr M Pearce

MATHEMATICS - FURTHER

Specific Course Entry Requirements

Grade 8 in GCSE Mathematics
(Grade 7 at the discretion of Head of Maths)

Examination Levels Offered
AS and A-Level

Exam Board
Edexcel

Higher Education and Career Opportunities

AS and A-level Mathematics are intellectually challenging courses, highly valued by universities and employers.

Mathematics is used in a variety of careers and higher education courses, such as: Accountancy, Economics, Medicine, Architecture, Engineering, Teaching, Psychology and Computing

A-level Further Mathematics is for exceptionally high achieving Mathematics students who intend to continue studying a Mathematics related subject at degree level. The course moves at a very fast pace, and students will complete the courses simultaneously with the Mathematics A-level course over their two years. Students will leave with two A-Levels, one in A-level Mathematics and one in A-Level Further Mathematics.

New Areas of Mathematics
The content will be the same as that taught on the A-level Mathematics course as well as the following:

- Further Pure - Students will study topics such as Complex Numbers, Matrices and Proof, alongside others
- Decision - Students will study topics such as Algorithms, Critical Path Analysis and Linear Programming

Course Content and Assessment Details

(A-Level Mathematics)

Paper	Weighting	Time
Paper 1 (Pure)	33.3%	2 hours
Paper 2 (Pure)	33.3%	2 hours
Paper 3 (Statistics & Mechanics)	33.3%	2 hours

(A-Level Further Mathematics)

Paper	Weighting	Time
Paper 1 (Core Pure 1)	25%	1.5 hours
Paper 2 (Core Pure 2)	25%	1.5 hours
Paper 3 (Decision 1)	25%	1.5 hours
Paper 4 (Further Mechanics*)	25%	1.5 hours

*other units are available

Each qualification requires six hours of exams and each of the units are equally weighted within each qualification. All papers are calculator papers. Papers for both the Mathematics A-level and the Further Mathematics A-level are sat at the end of Year 13, however there may be an option to sit the Further Mathematics AS-Level at the end of Year 12 or Year 13.

We recommend that students purchase the textbooks for the course and a Casio fx-CG50 Graphical Calculator to aid their study. These can be purchased through the Mathematics Department at the beginning of each year.

Please note that if you intend to study Further Mathematics for A-Level, Mathematics A-Level must also be selected as an option.

Staff Contact - Mr M Pearce

MEDIA STUDIES

General Entry Requirement

Grade 5 in English Language or Grade 5 in Media Studies

Examination Levels Offered

A-Level

Exam Board

Eduqas

Higher Education and Career Opportunities

This specification provides a suitable foundation for the study of Media Studies or a related area through a range of higher education degree courses; progression to the next level of applied qualifications (e.g. some degree and HND courses); or direct entry into employment.

In addition, the specification provides a coherent, satisfying and worthwhile course of study for candidates who do not progress to further study in this subject

A-Level Media Studies is an interesting and varied course that develops a greater understanding of the practical and theoretical elements of Media. A-level Media Studies can also develop a wide range of transferable skills including analysis, visual communication, problem solving, as well as communication, presentation and organisational skills.

A-level Media Studies will introduce you to many different media and encourages theoretical considerations across all platforms studied. Audience reception, representation, regulation and ownership and gender theory are just some of the theories you will learn. A-level Media Studies allows you to question the validity of the information you receive on a daily basis and to be aware of bias within the media so that by the end of the two-year period you should have an even better understanding of the world we live in. You will also have the opportunity to consolidate your learning into a creative cross-media project within your chosen media platform.

Component 1: Media Products, Industries and Audiences

This leads to a written exam of 2 hours 15 minutes (35%)
For this unit, we study a breadth of forms and a range of set products in relation to key areas of the theoretical framework. This will include the study of:

- Advertising and marketing including *Paralympic trailer, Kiss of the vampire film posters, Tide print advertisement*
- A range of newspapers: *The Times and Daily Mirror*
- Film including, *I, Daniel Blake* and *Black Panther*
- Music videos: *Riptide and Formation*
- Video games: *Assassin's Creed Franchise*
- Radio: *Woman's Hour*

The exam includes analysis of unseen resources.

Component 2 : Media Forms and Products in Depth

This leads to a written exam of 2 hours 30 minutes (35%)
Three forms are studied in depth in relation to all areas of the theoretical framework. The exam is based on set products. Study will include:

- Online media including blogs and online magazines: Zoe Sugg and Attitude online magazine
- The television industry: *The Returned and Black Mirror*
- Magazines: *The Big Issue and Vogue 1965 edition*

Component 3: Cross-Media Production Non-exam assessment (Coursework) (30%)

This part of the course gives the opportunity for individual cross-media production in two forms. This is a practical task. There are a variety of options open to students such as; creating a magazine, website, film promotional material or TV show.

Staff Contact - Javean Miller

Music

Specific Course Entry Requirements

Grade 5 in Music (on their instrument/ voice) and basic keyboard skills required.

Grade 5 theory is beneficial, but students will take the exam in Year 12 if they have not already studied it independently.

Students must be able to read music.

Examination Levels Offered

A-Level

Exam Board

Eduqas

Higher Education and Career Opportunities

Students can go on to study at University, Music College, other Music and Music Technology courses, as well as music related job opportunities in the arts, media and broadcasting or find apprenticeships.

Music has many transferable skills that employers find beneficial

The Eduqas Music A-level will be 100% externally assessed, with two non-examined assessments (performance and composition) and one written exam (listening/appraising). The non-examination assessments will take place in May/June in the year of certification.

Performance and composition can be weighted to suit the students' strengths.

Content Overview:
Unit one: Performing 35% (108 marks) or 25%. (72 marks)

Assessment Overview:
The performance option at 35% consists of a minimum of three pieces lasting between 10 and 12 minutes. At least one piece must be a solo and two pieces must reflect two different areas of study. If opting for the 25% performance assessment, students must produce at least two performances between 6 and 8 minutes long, with one piece reflecting an area of study. You may perform on more than one inst rument and standard grade is grade 6. An external examiner will watch and mark the performance.

Content Overview: Unit two: Composing 35% (108 marks) or 25%. (72 marks)

Assessment Overview: The composition option at 35% allows students to produce a portfolio of three pieces of music Students are required to prepare a portfolio of three compositions, one of which must reflect the musical language, techniques and conventions associated with the Western Classical Tradition in response to a brief set by Eduqas. The second composition must reflect the musical techniques and conventions of one different area of study (i.e. not the Western Classical Tradition) and the third composition is a free composition. Students will set their own briefs for compositions two and three. The composition option at 25% requires students to Students are required to prepare a portfolio of two compositions, one of which must reflect the musical language, techniques and conventions associated with the Western Classical Tradition in response to a brief set by Eduqas.

The second composition is a free composition for which students set their own brief. Total duration of composition at 35% = 8-10 minutes. Total duration of composition at 25% = 4-6 minutes. Students keep a log of their work as well as creating scores. Externally assessed by Eduqas.

Appraising: 40% (written exam, 2 hours, 15 minutes approx. Total 100 marks)

Content Overview: This examination will assess knowledge and understanding of music through three areas of study. Area of study A (Western classical tradition) is compulsory and students then choose two further contrasting areas of study: one from either area of study B (Rock and pop) or area of study C (Musical theatre) or area of study D (jazz), and one from either area of study E (into the twentieth century) or area of study F (into the twenty-first century).

Assessment Overview: Students are to answer questions based on all their areas of study. Music will be familiar and unfamiliar. Students will be required to answer questions on an unprepared extract using a skeleton score, detailed analysis on their chosen classical piece and an essay question assessing their knowledge of the development of the symphony (part of Western Classical tradition). Students are then required to answer two questions on each of the other areas of study involving an unfamiliar listening question and another which allows them to compare two unprepared extracts to demonstrate wider listening skills.

Staff Contact - Mrs S Homewood

Music - BTEC

Specific Course Entry Requirements

Grade 5 in Music at GCSE or performance equivalent

Grade 5 theory is beneficial but not compulsory

Students must be able to read music

Examination Levels Offered

Pearson BTEC Level 3 Extended Certificate in Music Performance

Exam Board

Pearson

Higher Education and Career Opportunities

Students can go on to study at University, Music College, other Music and Music Technology courses, as well as music related job opportunities in the arts, media and broadcasting or find apprenticeships.

Music has many transferable skills that employers find beneficial. Many students have studied music at Oxted and gone on to study law, languages and many other subjects as well as music

The Level 3 BTEC Extended Certificate in Music Performance is a vocational qualification equivalent to one A-Level. It focuses on developing performance skills (solo and ensemble), Music Theory and professional practice.

Content Overview:

To develop students' skills within Music performance both as a soloist and ensemble performer, Music Theory and harmony skills. The aim is to prepare students for working with others and an understanding of the Music Industry through practical projects which have a vocational setting. Students will develop their independent study skills and have to learn to work with others to meet a brief, such as you would find in the world of work.

All units are set as tasks based within the Music Industry to develop professional practice skills. There are mandatory and optional units within this course. Three are mandatory.

Content Overview, Mandatory Units:

Practical Music Theory, Professional Practice in the Music Industry and **Solo Performance**

Assessment Overview:
Assessments are either internally or externally assessed. Some via a synoptic task where the assessment is completed through a project which is based on the industry itself. This could be to put on a performance as an ensemble for a specific type of event for example. Learners would be given a brief, guided learning hours in which to complete the task and an assessment overview. There will be four assessment objectives for each assessment.

Content Overview, optional unit: Solo performance

Assessment Overview:
Students will be given a brief of creating a solo performance. Students throughout the unit must consider technical skills required for their instrument/voice, creating a selection of music in a pleasing order, interpretation of the music, stylistic characteristics, expression, fluency and accuracy. Students must prepare for this performance and then perform their repertoire.

Staff Contact - Mrs S Homewood

PHYSICAL EDUCATION

Specific Course Entry Requirements

Grade 5 in Physical Education and
Grade 4 in Science

Examination Levels Offered

A-Level Two-Year Course Duration

Exam Board

OCR

Higher Education and Career Opportunities

In a growing industry and expanding area for higher education courses these speci- fications are an ideal springboard for sports studies, sports science and leisure management related studies

This is an interesting and challenging course containing elements of scientific and sociological study with the practical performance as a focus. The two-year course combines a theoretical study of Physical Education, alongside Practical Performance and Evaluation and Analysis of Performance for Improvement (EAPI). The practical element to the course requires students to **perform** or **coach** in **one** chosen physical activity from the specification.

Two-Year Course Content

Unit 1: Physiological Factors Affecting Performance

Assessment of Unit 1: Written Examination

Two Hour Written Paper (90 Marks) 30% of total A-level

- Section 1.1: Applied Anatomy and Physiology
- Section 1.2: Exercise Physiology
- Section 1.3: Biomechanics, including technology in sport

Unit 2: Psychological Factors Affecting Performance

Assessment of Unit 02: Written Examination

- Section 2.1: Skill Acquisition
- Section 2.2: Sports Psychology One Hour Written Paper (60 Marks) 20% of total A-level

Unit 3: Socio-Cultural Issues in Physical Activity and Sport

- Section 3.1: Sport and Society
- Section 3.2: Contemporary Issues in Physical Activity and Sport

Assessment of Unit 3: Written Examination

One Hour Written Paper (60 Marks) 20% of total A-level

Unit 4: Performance in Physical Education

Assessment of Unit 4: Internally Assessed Practical Performance and Evaluative Interview

Performance or Coaching in **one sport**, plus an Evaluation and Analysis of Performance for Improvement Interview (60 Marks) 30% of total A-level

- Section 4.1: Performance or Coaching
- Section 4.2: Evaluation and Analysis of Performance for Improvement (EAPI)

Staff Contact - Mrs D Baydas

PHYSICS

Specific Course Entry Requirements

At least 6-6 in Combined Science, grade 6 in Maths, but it is strongly recommended that this subject is taken combined with A-level Maths

Expectations

Physics requires students to be confident with their maths skills. We highly encourage students to study Maths at A-level. Simply achieving a high grade in Maths at GCSE does not give students the on-going practice at Maths required to succeed in this course. Students are expected to complete a significant amount of independent study to fully consolidate key skills covered in lessons

Examination Levels Offered

A-Level

Exam Board

Edexcel

Higher Education and Career Opportunities

An A-Level in Physics is an excellent preparation for a degree in any science discipline, Medicine or Engineering, and is also highly respected by employers and those who run other non-related degree courses. Students will spend their time developing a range of transferrable skills well suited to many future pathways.

Physics A-level is linear. Assessment of student knowledge and understanding of the whole course takes place at the end of two years. Students will be expected to complete a formal end of Year 12 exam, but this does not count towards the final A-level qualification.

Why should you choose to study Physics?

- Can you trust a bungee jump operator?
- What goes on inside a CD player?
- How can we design earthquake proof buildings?

The answer to these and many other questions will become clear as you study the A-Level Physics course. This approach means that we will be looking at the world around us and seeking to explain how it works while learning some physics along the way. If you have an enquiring mind, an ability to solve problems in a creative way and a desire to find out more about the Universe we inhabit, then Physics would be an excellent choice for you.

Year 12

- Mechanics
- Electric Circuits
- Materials
- Waves and the particle behaviour of light

Year 13

- Further Mechanics
- Nuclear and Particle Physics
- Fields
- Thermodynamics
- Space
- Oscillations

To be successful in Year 13, students must be able to demonstrate secure knowledge and understanding by the end of Year 12.

The Physics content, concepts and skills developed through study of these topics in Year 12, and Year 13 is assessed in three written papers. Papers 1 and 2 assess the subject content of the A2 course and are each worth 30% of the A2 grade. Several core practical experiments must be completed to achieve recognition of competency in this assessed skill. Paper 3 assesses understanding of the Core Practicals that have been completed during the two-year course and is worth 40%.

Staff Contacts - Mrs L Bond

POLITICS

General Entry Requirements

Grade 5 in English Language

Examination Levels Offered

A-level - two year course

Exam Board

AQA

Higher Education and Career Opportunities

Politics is a respected academic subject, and of value whether contemplating Higher Education, to read Politics or oth- er degree courses, or in seeking employment. Politics can be combined with many other subjects. In its own right, the breadth of courses for politics is vast, from European Studies to International Relations and Peace Studies. It lends itself well to careers in the legal, industrial and business world, in the civil service, local government and public administration, and in journalism and the wider media, as well as teaching

Politics is a lively, dynamic, contemporary A-level course that will inform you about the way Government works and how political decisions affect your life. The breadth of issues explored is vast, you will be encouraged to develop your own opinions and get involved in debate. Keeping up to date with events is crucial as, "a week is a long time in politics". By selecting, organi sing and deploying material from newspapers, Twitter, radio and television, you will develop the essential skill of advancing and defending an argument. Become aware of the manor changes in life in both the UK and USA as they happen. Weigh up all sides of a debate and learn to form your analytical opinion accordingly. This subject is taught in an engaging , informative and dynamic manner.

Associated Course Costs

We strongly suggest that students purchase the current Textbook AQA Politics Textbook (2021) Politics of the UK and USA by Simon Lemieux and Rowena Hammal. This book covers both the UK and US parts of the course for Year 12 and 13. It can be bought on Amazon for £42

Short, highly topical political updates can be purchased for both UK and US Politics. They have proven to be invaluable in th e past. They can be purchased from similar websites for £10.

In Year 13 an additional course of political ideologies has been added. The Textbook for this can be ordered for around £25. This is for Year 13 only

We hope to offer our annual visit around the Palace of Westminster. Entry is free, but transport costs will apply. More details will follow.

Course Content and Assessment Details

Politics A-level course is a linear course. The Course will cover the key issues and developments that shape the British and the American political systems. These include political, social, economic, legal, philosophical and historical aspects. Central are the ideas of citizenship, democracy and participation. We will also investigate the varied political ideologies that shape political thought.

This is a two-year A-level course. There is no option to complete a one-year AS qualification.

- Paper 1 - Politics of the UK
- Paper 2 - Politics of the USA and Comparative Politics
- Paper 3 - Political Ideas (Year 13 only)

All three papers are assessed the same - two-hour essay-based exam. Each paper is worth 33 and a third percent

Staff Contact - Mr G Green

PSYCHOLOGY

General Entry Requirements
Grade 6 in English and grade 5 in Maths and Science

Examination Levels Offered
A-Level

Exam Board
AQA

Higher Education and Career Opportunities

Psychology is also a very popular degree course. It can be studied in its own right or as part of another degree, for example, Sports Science. Being so popular, as a consequence many universities demand a high A-level entry grades.

Studying Psychology helps students develop skills that are transferable to a number of jobs and professions, including law, business, medicine, journalism, marketing, advertising, personnel work, management and many more.

Many of our students continue to study Psychology or related subjects, such as Criminology. Their intention is to become either a Psychologist in any of the specialist areas, such as occupational, child, clinical, criminal or educational psychology, or to work in related fields such as social services, probation or youth work, the police and teaching.

The Psychology A-level is linear, so assessment of a student's knowledge and understanding of the whole course will take place at the end of two years.

Psychology is the fascinating scientific study of behaviour. Whilst studying Psychology you will study how people interact, how we change and develop, how we think, how the nervous system works, how we differ from animals and how we decide what is normal. You will develop your ability to think critically and analytically, further develop both your oral skills and your ab ility to plan statistically viable experiments.

The subject combines particularly well with other sciences and social sciences. It develops a similar set of important transferrable skills including critical analysis and research design. Psychology is a highly theoretical, scientific discipline and requires more advanced studying skills than those required for GCSE. Students who choose this subject will be rewarded with a fascinating insight into behaviour.

Books that can be used for this course - guides will be supplied, though these are suggested:

Year 12 - Fourth Edition Psychology A-level Year One and AS – The Complete Companion Student Book Oxford Cardwell and Flanagan ISBN 978-0-19-833864-2 (approx. £24)

Year 13 - (from May prior to Year 13) Psychology A-level Year Two – The Complete Companion Student Book Oxford Cardwell and Flanagan ISBN 978-0-19-833868-0 (approx. £24)

Year 12

- Social Influence
- Memory
- Attachment
- Psychopathology
- Approaches in Psychology
- Biopsychology
- Research Methods

Year 13

- Schizophrenia
- Issues and Debates
- Research Methods
- Gender
- Aggression

Staff Contact - Mr M Streeter

RELIGIOUS STUDIES

General Entry Requirements

Grade 5 in English

Examination Levels Offered

AS and A-Level

Exam Board

OCR

Higher Education and Career Opportunities

Religious Studies is an academic subject that is well respected by universities and an excellent grounding for any Arts of Social Science based degree course

The Religious Studies A-Level is linear, so assessment of a student's knowledge and understanding of the whole course takes place at the end of two years. The course content for the first year of the A-Level and the AS is designed to be co-teachable, so students could take the AS level at the end of Year 12.

Religious Studies offers students the chance to address profound and fascinating questions about knowledge, existence and life and death issues. Throughout the course, students develop their ability to interpret and analyse information, think deeply and evaluate scholars' theories and their own.

Year 12

Unit 1: Philosophy of Religion

- Ancient philosophical influences
- Soul, mind and body
- Arguments based on observation
- Arguments based on reason
- Religious experiences
- The problem of Evil

Unit 2: Religion and Ethics

- Natural Law
- Situation Ethics
- Kantian Ethics
- Utilitarianism
- Applied ethics: Euthanasia and Business Ethics

Unit 3: Developments in Christian thought

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

Year 13

- The nature or attributes of God
- Religious Language - Twentieth Century Perspectives

Year 13

- Ethical language: meta-ethics
- Freewill and conscience
- Sexual Ethics

Year 13

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

Staff Contact - Mrs G Williams

SOCIOLOGY

General Entry Requirements

Meet General Entry Requirements

Examination Levels Offered

A-Level

Exam Board

AQA

Higher Education and Career Opportunities

A significant number of A-Level Sociology candidates study Sociology at degree level.

Sociologists are required in the field of research and are to be found in the Civil Service, local authorities, research bodies and commissions. Sociology graduates go into a wide range of jobs and it is sensible to think of a Sociology degree as providing an opening into a general graduate level of employment, rather than being a vocational subject.

Over a third of graduates take up careers in business management, marketing and finance

Sociology is the investigation of society and offers a real insight into everyday behaviour which makes us see our world in a new light and realise that things are not always what they seem. We look at topical issues, particularly related to the spheres of Education, Families, Religion and Crime. It is suited to students who have a keen interest in current affairs and who want to have a better understanding of the society in which they live; it is hugely enjoyable subject.

This subject encourages students to think for themselves and develop rational arguments based upon empirical and theoretical evidence. As the course is assessed through examinations, essay writing is an integral feature of our studies. Sociology at AS Level and A-Level aims to enable students to develop a clear, logical and analytical argument, a skill that is vital for future academic work.

Year 12

Students study three areas of Sociology which include Education, Research Methods and Families and Households

- **Education** - Sociological theories, educational reforms, and internal & external factors affecting educational achievement to consider differential achievement by social class, gender and ethnicity
- **Research Methods** - Primary and secondary research methods and sources of data alongside the practical, ethical and theoretical considerations of research. Students also apply their understanding of methods to researching an educational context
- **Families & Households** - Sociological theories, couples, childhood, demography, changing patterns including family diversity and social policy affecting family life

Year 13

Students study three further areas of Sociology which include Crime & Deviance, Theory & Methods and Beliefs in Society.

- **Crime & Deviance** - Sociological explanations of the nature of extent of crime, social characteristics of offenders, measuring the crime rate and different types of crime to include green, state and the global context of crime
- **Theory & Methods** - Sociological theory, the relationship between theory and method, the concepts of modernity and postmodernity and the relationship between Sociology and social policy
- **The Media** - Sociological perspectives of the media, the new media the role of the media in contemporary society, relationship between ownership and control of the media, the media, globalisation and popular culture, selection, and presentation of media content of the news, media representation of age, social class, ethnicity, gender, sexuality and disability, relationship between media, their content and presentation and audiences.

Assessment - **three** written exams, each worth 33.3% of final grade, covering the course content of both Year 12 and Year 13

- **Paper 1: Education with Theory & Methods -** 2 hour written exam, including short answer questions and extended writing
- **Paper 2: Families & Households and the Media -** 2 hour written exam, extended writing
- **Paper 3: Crime & Deviance with Theory & Methods -** 2 hour written exam, including short answer questions and extended writing

Staff Contact - Mr R Beepat

SPANISH

Specific Course Entry Requirements

Grade 6 in Spanish

Examination Levels Offered

A-Level

Exam Board

Edexcel

Higher Education and Career Opportunities

Knowledge of a foreign language is increasingly considered to be an asset in a variety of careers. Spanish can be studied as a main subject in a degree course but combines well with other subjects such as English, History, Politics, Business, Economics, as well as STEM subjects, which can open doors to opportunities abroad and international careers.

Traditionally, language graduates enjoy very high levels of employment

A-Level Spanish is your opportunity to take your language skills to the next level while exploring the people, culture, history and issues that have shaped modern Spain and the Spanish-speaking world.

Throughout the course you will develop your independent language skills, develop a range of vocabulary and broaden your grammatical understanding and application. You will also have individual / paired speaking lessons giving you dedicated time to build effective communication and presentation skills.

Throughout the course, you will develop the confidence to communicate fluently and spontaneously, while exploring fascinating topics including changing society, diversity, immigration, politics, music and Spain's dramatic twentieth-century history, including dictatorship and transition to democracy. You'll also study two compelling works that take you into very different parts of the Spanish-speaking world. In the film Diarios de Motocicleta, you will follow the remarkable journey of a young Ernesto 'Che' Guevara and his friend Alberto Granado as they travel across South America. Through their experiences, you'll explore identity, poverty, inequality, injustice and social change, while discovering the extraordinary diversity of Latin America. Through Federico García Lorca's celebrated play La Casa de Bernarda Alba, you'll explore a household dominated by tradition, repression and control, examining themes including gender, family, social expectations, freedom and the position of women in Spanish society.

You will additionally have the opportunity to become an expert on a topic that genuinely interests you through your own Independent Research Project which will form the basis of your speaking exam in Year 13.

A-Level Spanish develops far more than your ability to speak another language. You will become a stronger communicator, critical thinker and independent learner, developing skills that universities and employers value highly.

One language. A world of opportunities.

Course Structure:

In Year 12, you will develop your language skills from GCSE and will look specifically at the following topics:

- Developments in Spanish society: Family life, the World of Work, Tourism in Spain
- Artistic and Political culture in the Spanish-speaking world: Music, Media and Festivals and traditions
- Film: Diarios de Motocicleta

In Year 13, you will build on the topics from Year 12, and will also study:

- Immigration and Spanish multicultural society
- The Franco dictatorship and the path to democracy
- Literature: La Casa de Bernarda Alba
- Independent research project

At the end of Year 13 you take three papers:

- Unit 1: Listening, Reading and Translation (1 hour 45 minutes) 40%
- Unit 2: Written Response (2 hours 40 minutes) 30%
- Unit 3: Speaking (16-18 minutes) 30%

Staff Contact - Mrs L Witty

SPORT - BTEC EXTENDED CERTIFICATE

Specific Course Entry Requirements

Grade 4 in Physical Education or pass and level 4 in Science

Examination Levels Offered

BTEC Extended Certificate in Sport (equivalent to one A-Level)

Exam Board

Pearson

Work Experience

To help enhance learning and understanding of the subject, work experience relating to this course will take place in Year 12

Higher Education and Career Opportunities

On successful completion of a BTEC Level 3 qualification, a student can progress to employment or continue study within the same, or a related vocational area in further and higher education within universities and other institutions

The BTEC National Level 3 National Extended Certificate in Sport is a two-year course having been developed to help students study deep, specialist, practical skills and understanding and offers a specialist qualification that focuses on particular aspects of employment within the appropriate vocational sector.
The BTEC National Extended Certificate in Sport is the equivalent to one A-level

Course Content
Students must study four units

Studies Units:

- Unit 1 – Anatomy and Physiology
- Unit 2 – Fitness Training and Programming for Health, Sport and Well-Being
- Unit 3 - Professional development in the Sports Industry
- Unit 4 - Sports Leadership

How is the Course Assessed?

- **Unit 1 -** Anatomy and Physiology **-** Written Examination - 1 hour and 30 Minutes (90 Marks)
- **Unit 2 -** Fitness Training and Programming for Health, Sport and Wellbeing - Controlled Assessment Case Study (60 marks)
- **Unit 3 -** Professional Development in the Sports Industry - Internally Assessed Coursework Assignments
- **Unit 4 -** Sports Leadership - Internally Assessed Coursework Assignments

Unit 1, 2 and 3 are mandatory units and counts towards 83% of the final grade Unit 4 equates to 17% of the final grade

Staff Contact - Mrs D Baydas

TRAVEL & TOURISM - BTEC

General Entry Requirements

Meet General Entry Requirements

Examination Levels Offered

Examination Levels Offered BTEC Level 3 National Extended Certificate in Travel & Tourism (equivalent to A* - E at A-level)

Exam Board
Edexcel

Work Experience

To help enhance learning and understanding of the subject, work experience relating to this course will take place at the end of Year 12

Higher Education and Career Opportunities

This qualification provides progression opportunities to higher education, degree and professional development programmes within the same or related areas of study, within universities and other institutions

The Travel and Tourism is an exciting industry and ever expanding - employing 10% of the work force worldwide. The BTEC Level 3 National Extended Certificate in Travel and Tourism aims to provide a broad educational base for further training, education and employment within the Travel sector.

The vocational context of the qualification provides students with realistic work-based scenarios and projects. Students will have the opportunity to experience important and vital employability skills such as presentations in a professional setting, business report writing, high level of research for projects and assignments, co-ordinating team working and meeting tight deadlines.

The BTEC Level 3 National Extended Certificate in Travel and Tourism aims to provide a broad educational base for further training, education and employment within the Travel sector. The qualifications will develop learners' abilities through the knowledge and skills gained in different parts of the programme. The vocational context of the qualification provides learners with realistic work-based scenarios and projects. The BTEC National Extended Certificate is equivalent to one A-level.

Course Content
Students must study four units:

- Unit 1 - The World of Travel and Tourism
- Unit 2 - Global Destinations
- Unit 3 - Principles of Marketing in Travel and Tourism
- Unit 9 – Visitor Attractions

How is the Course Assessed?

- Unit 1 - The World of Travel of Travel and Tourism - 90 Units Externally Assessed Written Examination (1.5 hours) Jan / June
- Unit 2 - Global Destinations - 120 Units Externally Assessed Supervised Written Task (3 hours) Jan / June
- Unit 3 - Principles of Marketing in Travel and Tourism - 90 Units Internally Assessed Coursework Assignments - Developing a Marketing Plan and Advertising Campaign
- Unit 9 - Visitor Attraction - 60 Units Internally Assessed Coursework Assignments - Measuring Success and Identifying Competitive Advantage Research and Reports

Planned Course Educational Experiences
Through the two years students can expect to have several guest speakers attend class to create a more rounded experience, plus visits to attractions to carry out research and attend visitor attraction workshops.

Associated Course Costs
Students will be asked to buy the course textbook which will be approximately £25.

Please note - This course offering is at the Head of Departments' discretion based on Government consultations

Staff Contact - Ms S Wallace

OXTED SCHOOL

BRINGING OUT THE BEST