



**St Philip Howard**  
SIXTH FORM  
*Learn, Grow, Achieve*

[www.sphsixthform.co.uk](http://www.sphsixthform.co.uk)

**Your future starts here**

**Course Information Booklet**  
**For Entry September 2021**



# Dear Future SPH Sixth Former

Firstly, let me extend a huge welcome! We are delighted you're planning on joining us and very much hope that you do. It is a decision you will not regret!

Joining SPH is like joining a family; we are members of a global community and love is at the heart of everything we do. We expect that to be reflected in our students' manner, dress, day-to-day contact and general demeanour, and you can expect it in the incredible support you'll receive not just from your subject teachers, but from your form tutor with whom you'll meet regularly to discuss your on-going progress and anything with which you need help.

Our teachers are all passionate about their subjects and in choosing to continue with further study we expect you are too. We are therefore happy to offer a wide range of A2 and BTEC subjects, with our students following three courses throughout Years 12 and 13. As a fully comprehensive Sixth Form we welcome all students, from our own Year 11 and those from neighbouring schools. However, as a Sixth Form college with a fairly traditional curriculum, we do require a certain degree of academic competence in our students when they embark on advanced courses of study. Details of specific entry requirements can be found on the individual subject pages later in this booklet.

SPH Sixth Form is not just about results though; we believe in shaping the whole person so that you are ready for the world awaiting you outside. Over the course of your two years with us you will have the opportunity to take part in numerous enrichment activities including, but by no means limited to: art exhibitions, theatre trips, the Duke of Edinburgh's Award, sporting activities and community service.

As part of our Catholic ethos we are committed to nurturing the spiritual lives of all our students. Our vibrant faith community helps students continue their journey of spiritual development. As a result, all students embark on an RE course supported through a fortnightly RE lesson.

Opportunities to join the Lourdes pilgrimage and lead your own charity projects assist you in developing a global perspective on our mission to love and care for one another.

I know that making this decision about what to study for the next two years of your education can be a daunting prospect. I hope that the information you will find within these pages will give you a true insight into what our Sixth Form has to offer, and make you confident that an application to SPH would be a fantastic decision – one which will provide you with many exciting opportunities over the next two years.

Should you have any further questions please feel free to email me at the address below, otherwise good luck in your GCSEs and I look forward to welcoming you in September!

**Mrs Nesta McNeil**  
**Head of Sixth Form – Assistant Headteacher**  
01243 558218      sixthform@sphcs.co.uk



# Sixth Form Curriculum

## Changes to A-Levels

### **AS qualifications and A levels are ‘decoupled’**

In March 2013, the Government decided that AS qualifications should be separated from A levels, making them completely freestanding. This means that AS qualifications do not contribute towards A Level grades BUT they provide universities with importance evidence of a student’s ability to transfer to university style learning.

### **How have we approached the A Level reforms?**

From September 2020 our courses will be linear so all students starting in Year 12 will study A Levels (A2), and will not be doing “Stand-alone AS” exams. They will study three subjects over both years.

## Sixth Form RE

RE offers students the opportunity to broaden their perception and awareness of a variety of important issues and to discuss some of the questions and problems raised in modern society. This sort of skill is highly valued by universities and employers, providing useful skills to use in interviews, developing as it does the ability to debate and to present an argument, supported with evidence. All Catholic Schools and Sixth Forms offer the provision for Sixth Form RE. We are an unashamedly Catholic Sixth Form and consequently all Sixth Formers come together once a fortnight for Sixth Form RE.

## The Extended Project

We are fortunate to be able to offer The Extended Project Qualification (EPQ) to all of our Sixth Form students. This qualification is equal to an AS-Level in UCAS points and hence not only does it have value in its own right but it also counts as a university accredited course.



## Sixth Form Centre & Café

The Sixth Form Centre is designed specifically for Sixth Form students to provide additional materials to work to your full ability with a large number of networked PCs. You are expected to use the facilities in an appropriate manner and respect the fact that every day this must be used for quiet study only. Our Sixth Form Café is available for eating and is a sociable space to use for a well-earned break.



## Independent Learning / Homework

To make a success of your studies there is an expectation that you carry out an hour's independent learning/homework for every lesson you attend. This is the equivalent to five hours per subject per week. If for any reason no homework is given following a lesson you, as the learner, are expected to conduct research to consolidate knowledge gained in the lesson or to facilitate learning in future lessons. There is no such thing as "no work" set.



# Support and Guidance

## Monitoring

Your subject teachers will monitor your academic potential and progress in liaison with your tutor and Head of Year. You will receive half-termly grade collections which will be sent home. During your tutor times each week you will be able to review your progress and achievement, set targets and be offered constructive advice and support. You are required to attend and be punctual for tutor sessions.

## Applications to Oxford and Cambridge

Each year we have students who apply to Oxford, Cambridge or Medicine courses and are successful. Students with the potential to truly excel are identified early and given as much support as they need to achieve their potential.

They benefit from additional interview preparation and practice, a day visit to Oxford University, meetings with able students from neighbouring schools and specialist guidance on university applications, especially personal statements. All departments have strategies and resources in place to support students aiming for A\* grades.

The Sixth Form team have many years expertise in successfully guiding candidates through this process.



## In-house Careers Services

Once you have embarked upon your Sixth Form studies, there are a range of facilities to take advantage of with regards to your future career. All Year 12 students will have a one-to-one interview with the Careers' Advisor (Mrs Skaptason). This is to discuss individual career plans where guidance and advice can be offered on post university options as well as how to secure FE places, apprenticeships and employment post-18 study.

During the course of the school year various external speakers visit SPH to speak to students on a range of topics; these include how to produce a good CV, how to conduct oneself at an interview and make an impression, plus talks from professionals about specific careers. Students are expected to undertake a week's work experience in June during Year 12.

Furthermore, there is a website to which students have access which is regularly updated with information about courses; career opportunities and general post-school activities which may be of interest to you. Students are very welcome to come and discuss their career concerns on a regular basis – the door is always open and help is always available!



# Bursary Fund Guidance for Students and Parents

The Bursary Fund is provided to help students with the direct costs of study such as equipment, books, travel, exam costs and trips and visits, and is available to assist students who may have difficulties in completing their course because of financial considerations.

As a general guide, students who have a family income of below £16,190 per annum should apply to the Bursary Fund if they require financial assistance. However, there is a small emergency portion of the fund in the case of unforeseen emergencies where completion of the course could be jeopardised by financial constraints.

The school has been given a fixed amount of money so the amount funded to applicants will depend on the number of applications received.

Students in care, care leavers, young people in receipt of income support and disabled young people in receipt of Employment Support Allowance who are also in receipt of Disability Living Allowance will be eligible to receive a bursary of £1,200 per year.

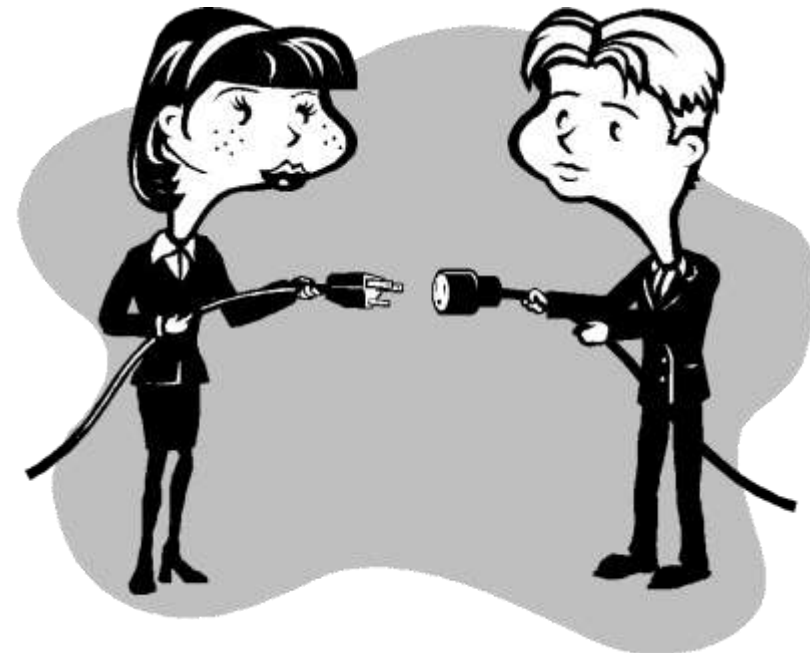
To be eligible to apply for financial assistance from the Bursary Fund a student must be aged 16 and under 19 on 31st August 2021.

Applicants must provide evidence of income from the previous tax year: usually the Tax Credit Notification TC602 (E) will be sufficient but evidence of receipt of benefits, P60 or other relevant documents may be requested in addition.

Payment is assessed on an individual basis. To apply, please complete the application form available from the Sixth Form Centre which asks for evidence of need and details of support required.

Payment will be withheld if the student does not comply with the School expectations regarding Attendance, Behaviour and Performance.

For more information and the official government guidelines for the 16-19 Bursary Fund you can visit the Department for Education website: [www.education.gov.uk](http://www.education.gov.uk).



# Choosing the Right Courses

Choosing the right course is paramount to you having a positive and successful experience in the Sixth Form, and to your career choices in the future. There are many things to take into account before you make a final decision on which subjects you would like to study.

- If you already know what you would like to do when you leave school, check the entry requirements with either the Careers' Advisor or a member of the Sixth Form team (which subjects to study; what grades you will need; what work experience or extracurricular accomplishments may be necessary).
- If at this stage you have only a general idea of what you wish to do, or are really not sure yet, then select subjects which you actively enjoy and which you are good at.

For higher education, some degree courses require particular subject combinations, whilst others require very high grades in key subjects.

For courses such as Medicine, Dentistry, Veterinary Science, Nursing/Midwifery and Engineering based courses, please check with the Careers' Advisor/Sixth Form team to ensure that you are looking at appropriate subject combinations. It is also worth taking a look at specific university websites to get an idea of current entry requirements for courses such as Medicine and Dentistry, as requirements will vary from one establishment to another.

If you want to study for a degree in a **Science**, at A Level it is advisable to study at least two Sciences or possibly one Science plus Mathematics. Some subjects support each other: e.g. Biology and Chemistry A Levels for a Biological Science degree, or Physics and Maths A Levels for a degree in Physics.

Degree entry requirements are usually more flexible with Arts subjects as subsequent career choices are generally broader.

**If you change your mind once you have started your courses, it is not easy to swap courses and catch up. So, it is crucial that you do your research properly before you make a final decision.**

## *Good* reasons for choosing a course.

1. You are passionate about the subject
2. You have read through the course content, visited the exam board website and you like the topics being covered
3. The subject links directly to future career plans or allows you multiple opportunities should you not have decided yet
4. Your choice of subjects complement each other and go well together
5. The style of assessment suits you e.g. coursework; practical work.

## *Bad* reasons for choosing a course.

1. You like the teacher – there is no guarantee that you will be taught by them
2. Your friends are doing the course – they will not be able to do the work for you
3. Your parents/family members said you should choose a particular subject – it has to be *your* choice
4. You did not look at any other course and you do not know what else to do – you must be committed to the course and may have found that other courses would have suited you better
5. You are too scared to try something new – new subjects can complement more familiar subjects well and may become your new favourite subject
6. You do not think you will get the grades for anything else – you need to be positive and committed to doing your best, having a defeatist outlook will not help you do that
7. You just cannot be bothered to get a job instead – getting a job requires effort from you and so, too, do good results - there is no opt out choice
8. You think the subject is 'easy' – there is no such thing as an A Level or BTEC course that is 'easy'.

# Examples of our Recent Year 13 University Destinations

Institution Name	Course Placed
University of Bath	Mathematics
Bangor University	Psychology
University of Birmingham	Biomedical Science
	Mathematics & Music
Arts University, Bournemouth	Film Production
Bournemouth University	Sports Therapy
	Archaeology
	Product Design
	Social & Anthropology
	Forensic Science
University of Bristol	Veterinary Science
	Law & Spanish
University of Cambridge	Maths
	Modern & Medieval Languages
Cardiff University	History
University of Chichester	Creative Writing
	Psychology
Durham University	Engineering
	Theoretical Physics
University of East Anglia	American Studies
University of Exeter	Film Studies
	Natural Sciences
	Biological Sciences
Imperial College London	Mechanical Engineering
JPMorgan	Degree Apprenticeship
University of Kent	Economics & Management
	English Language & Linguistics
Lancaster University	Business Management
Kings College London	Psychology
	Music
University of Leeds	English & History
	Medicine
De Montfort University, Leicester	Pharmaceutical & Cosmetic Science

London School of Economics	Sociology
	Maths & Economics
Loughborough University	Product Design & Technology
	Industrial Design & Technology
Newcastle University	History
Norland	Early Learning Development & Learning
Nottingham Trent University	Business Management
	Filmmaking
University of Oxford	Chemistry
Oxford Brookes University	Japanese Studies
	Social Anthropology
	Philosophy
University of Portsmouth	Psychology
	Journalism
Queen Mary, University of London	Modern & Contemporary History
University of Reading	Primary Education with English
	Biological Sciences
	Biochemistry
Royal Holloway University	English
Sheffield Hallam University	Business Analysis
University of Southampton	History
	Computer Science
	Law
St George's University of London	Biomedical Sciences
St Mary's University	Sports Coaching Science
Stamford University	Mechanical Engineering
University of Surrey	Biochemistry
	Psychology
University of Sussex	Sociology
Swansea University	Criminology & Psychology
	Mathematics
Warwick University	Physics
University of Winchester	Sports & Exercise Psychology
	Criminology





# How to use this subject guide

## History

## A Level

Department: **History** Type of Qualification: **AS / A2**  
Exam Board: **Edexcel** Additional Entry Requirements: **B grade in History at GCSE is highly recommended**

### Course content

**First year (AS)**

- Unit 1: Russia in Revolution, 1881-1924; Stalin's Russia 1924-1953
- Unit 2: Henry VIII: Authority, Nation and Religion, 1509-40

**Second year (A2)**

- Unit 3: From Kaiser to Führer: Germany, 1900-1945
- Unit 4: Coursework unit
- 

The specification aims to enable students to:

- Acquire and effectively communicate knowledge and understanding of selected periods of history
- Develop their understanding of historical terms and concepts
- Explore the significance of events, individuals, issues and societies in history

### Style of assessment

AS: 100% Exam based (2 papers)  
A2: One 2-hour examination, 2 Coursework essays: maximum 4000 words using contemporary and secondary source material and own reading.

### Whose kind of course?

History AS and A2 will suit you if you:

- enjoy investigation and discovery
- enjoy debate and putting forward a well-argued case
- want to improve your analytical skills
- enjoy working more independently
- want to examine evidence and make up your own mind

### Stretch and challenge - Aiming for A\*

In order to challenge the students, a variety of conferences will be available for them to attend. This will provide them with the opportunity to consolidate and extend their knowledge and understanding and enable them to hear from some of the leading historians on the topics they will be examined on in the summer term.

Students will also be given the opportunity to complete regular extension work within lessons and degree-level tasks.

### Career prospects

History is useful for careers, which involve applying analytical skills. The following jobs are most popular- Teaching and Lecturing, Advertising, Public Relations, Management and The Law.

### Course content

Don't *just* pick a subject because you like it at GCSE: find out what you'll learn on the course and how it moves you on from Year 11.

### Type of course

Choose from A Level or vocational (BTEC).

### Entry requirements

All SPH Sixth Formers must have **AT LEAST 5 4-9 grades at GCSE**; including English and Maths. This section outlines *additional* requirements for specific courses: check to see what you have to achieve for your application to be successful.

### Style of assessment

Some students love exams, others prefer continuous assessment (coursework). Check out how each course is assessed so you can make an informed choice.

### Stretch and challenge

Information on how this subject caters for you if you are aiming towards A\* grades at A level: how we will push you!

### Career prospects

Guidance from subject specialists on where qualifications in this subject could lead you.

# Applied Psychology

# BTEC

Department: **Social Science**

Type of Qualification: **Extended Certificate**

Exam Board: **Pearson**

Additional Entry Requirements: **4 in Maths, Science, English**

## Course content

Psychology is the scientific study of minds and behaviour. As such, it is a part of our everyday lives. An understanding of human behaviour is fundamental to many jobs in society and these areas are explored in depth in the course.

Students will explore how psychological research is carried out as well as understanding the different psychological approaches including cognitive, biological and behavioural ideas. They will also investigate the causes of addiction and stress as well as explore treatment methods for a range of mental health conditions.

**Course Requirement:** An interest and passion for learning about people and desire to debate and discuss different view points. A minimum of a 4 in Science, English and Maths.

## Style of assessment

### Mandatory Units

**1 – Psychological Approaches and Application (External Assessment)**

**2 – Psychological Research (Internal Assessment)**

**3 – Health Psychology (External Assessment)**

### Optional Units- (Internal assessment)

- 1 unit out of the following:
- Sports Psychology
  - Criminal Psychology
  - Psychopathology
  - Child Development

Students are assessed through written exams and project work as well as detailed pieces of course work and reports.

## Whose kind of course?

This course is designed for students who wish to continue post-16 education through applied learning in the psychology sector, with the aim to progress to higher education. There are opportunities to develop employability skills such as problem solving, critical thinking, adaptability and self-development.

The course suits students who work well independently and enjoy learning about human interaction and child development as well as more specialised areas such as sports psychology and criminology.

## Career prospects

The subjects and transferable skills taught in BTEC Applied Psychology directly relate to the world of work and would give you a competitive advantage in psychology careers. Some options would include Child Care, Counselling, Mental Illness Work, Health Care, Teaching and Education, Sports Psychology/Sports Therapy, Physiotherapy, Management, Biology, Work in the Criminal Justice Sector.

The independent study skills developed on this course are advantageous for higher education due to the level of independent research required.

Department: **Science**

Type of Qualification: **BTEC – National Extended Certificate (equivalent to 1 full A Level)**

Minimum Entry Requirements: **2 x grade 6 in any of the Sciences and a grade 6 in Mathematics**

## Course content

Applied science is a new course combining the three science disciplines of Biology, Chemistry and Physics. Students will follow a very practical based course and learn how science is used to make a real difference in industry making them highly employable in the Applied Science field. For example:

- Students will gain an understanding of atoms and electronic structure to allow them to predict how chemical substances will react in anything from fertilisers in the farming industry to fragrances in the perfume industry.
- Students will learn how metals play an important role in the construction industry, in providing the structure to buildings, as well as in electrical wiring and the production of decorative features.
- Students will be able to understand the structure and workings of cells to allow them to gain insight into the diagnosis and treatment of illnesses.
- Students will learn how in the communication industry the electromagnetic spectrum is used when designing mobile phone and satellite communication, and fibre optics are used to transmit telephone and television signals.

## Style of assessment

Students are assessed through a portfolio of coursework (42%) and external examination (58%)

**Module 1:** Principles and Applications of Science

**Module 2:** Practical Scientific Procedures and Techniques

**Module 3:** Science Investigation Skills

**Module 4:** TBC

## Whose kind of course?

This course is designed for students who wish to continue post-16 education through applied learning in the science sector, with the aim to progress to higher education.

Students will gain a deeper understanding of various topics introduced at GCSE, you will also develop various transferable skills such as:

- Cognitive and problem-solving skills: use critical thinking, approach non-routine problems applying expert and creative solutions, use systems and technology
- Intrapersonal skills: communicating, working collaboratively, negotiating and influencing, self-presentation
- Interpersonal skills: self-management, adaptability and resilience, self-monitoring and development.

## Career prospects

Applied Science opens the doors to a huge range of degree courses and career paths including:

- Employment in the Applied Science Sector
- Biotechnology
- Scientific research
- Optometry
- Pharmaceuticals
- Science Journalism

# Art & Design: Fine Art

# A Level

Department: **Art**

Type of Qualification: **A Level**

Exam Board: **AQA**

Additional Entry Requirements: **Grade 6 at GCSE in any of the Art & Design endorsements**

## Course content

This Advanced GCE specification requires students to develop practical and theoretical knowledge and understanding of:

- practical knowledge and ability in a range of Fine Art materials, processes, and techniques
- independence of mind in developing their own ideas
- an understanding of how ideas, feelings and meanings can be conveyed and interpreted in images and artefacts, including understanding of the work of other artists and designers
- a working visual/written vocabulary and specialist terminology with which to express their ideas.

The course is tailored to encourage, enhance and challenge creativity, enabling students to achieve their potential. Lessons consist of a mixture of workshops introducing students to techniques and processes, plus tutorial sessions in which students are guided to develop their own artistic line of enquiry.

## Style of assessment

60% coursework (All of the artwork that students produce between Sept and Jan)

40% exam (The work that students produce between Feb and May in response to a specific exam theme set by AQA)

## Whose kind of course?

The course is suited to students who are creative and enjoy taking photographs, painting, drawing or making. It will also interest anyone who wishes to:

- study other artists and visit galleries
- experiment with new techniques and see where these can lead them to develop their own ideas and areas of interest through discussions with teachers as well as other students
- express themselves creatively and develop the ability and knowledge to do this at a higher level
- pursue a career in art and design
- continue studying art or design at University or via an Art Foundation Course.

**Students who do not meet the entry requirements can still apply but must arrange a portfolio interview with a member of the Art Department during term 6 prior to starting the course.**

## Career prospects

The course enables students to develop skills widely relevant to a huge range of careers for example developing dexterity for surgery, problem solving for engineering and visual communication skills for journalism.

All aspects of Art industry including graphic design, textiles, fashion, photography, 3D design, architecture, interior design, illustration. Related careers in museums and galleries, publishing, advertising, theatre, TV and film, art therapy, teaching, community work.

Department: **Science**

Type of Qualification: **A Level**

Exam Board: **AQA**

Additional Entry Requirements: **2 x GCSE grade 6 in any of the sciences and a GCSE grade 6 in mathematics is recommended**

## Course content

- Students will sit a new-style qualification from September 2015. The course is now linear which means students will sit all exams at the end of the 2-year course.
- The ISA (practical examination) has now been replaced by 12 compulsory practical activities which will be carried out throughout the course in lessons and knowledge and understanding tested in the final exams. There will also be a greater emphasis on mathematic skills with 10% marks testing these skills.
- Core content includes:
  1. Biological molecules
  2. Cells
  3. Organisms exchange substances with their environment
  4. Genetic Information, variation and relationships between organisms
  5. Energy transfers in and between organisms
  6. Organisms respond to changes in their internal and external environments
  7. Genetics, populations, evolution and ecosystems
  8. The control of gene expression

## Style of assessment

Paper 1, topics 1-4, 2 hour exam, 91 marks, 35% of A Level

Paper 2, topics 5-8, 2 hour exam, 91 marks, 35% of A Level

Paper 3, Any content from topics 1-8, 2 hour exam, 78 marks, 30% of A Level

## Whose kind of course?

Students who take Biology often also study from a wide range of subjects, including Chemistry, Maths, Physics, Psychology, PE, English, Geography and History.

### Stretch and challenge - Aiming for A\*

The A\* grade will be awarded to pupils who achieve over 90% in their A2 units.

## Career prospects

A wide range of careers are available such as medicine, dentistry, veterinary, physiotherapy, pharmacy, midwifery, paramedics, nursing, zoology, marine biology, sports science, teaching, forensics, law.

# Business Studies

# A Level

Department: **Business Studies** Type of Qualification: **A Level**

Exam Board: **Edexcel**

Additional Entry Requirements: **Grade 6 in English and Maths. Grade 6 in Business if applicable**

## Course content

A two-year course that focuses, in the first year, on building knowledge of core business concepts and applying them to a wide range of business contexts in order to understand how businesses work. The second year develops knowledge of more complex business concepts and looks at business from a strategic view of business opportunities and issues.

There are 4 Themes in the course: Theme 1 Marketing & People, Theme 2 Managing Business Activity, Theme 3 Business Decisions and Strategy and Theme 4 Global Business.

## Style of assessment

### **Paper 1: Marketing, People and Global Business**

2 hour examination / 35% of A Level

Section A & B each comprise one data response question broken into a number of parts, including one open-response question

This paper will draw from Themes 1 & 4

### **Paper 2: Business Activities, Decisions & Strategy**

2 hour examination / 35% of A Level

Section A & B each comprise one data response question broken into a number of parts, including one open-response question

This paper will draw from Themes 2 & 3

### **Paper 3: Investigating Business in a Competitive Environment**

2 hour examination / 30% of A Level

This paper assesses across all four Themes

Pre-release case study issued Nov of the previous year for the Summer exam

Section 1 of the paper is on the broad context of the industry

Section 2 will focus on one particular strand from the pre-release e.g. a particular business

Further contextual information will be provided on the exam paper in addition to the pre-release context

Students are NOT allowed to take any research notes into the exam

## Whose kind of course?

If you are interested in understanding what business is, what impacts on success or failure and how to take business decisions based on facts, then this is the course for you. Learning business theory through real life examples, you will be able to make those difficult judgements.

People who are interested in the business world around them will find this course crucial as we will study how to improve business performance across a wide range of subject areas, marketing, operations, finance, human resources and the setting of and measuring strategic options in an ever-changing environment. Logical thought processes and the ability to analyse are an advantage, but most of all a

Stretch & Challenge – aiming for A\*: There are many opportunities to extend learning gained both through directed study, industry visits and speakers and your own experiences and knowledge.

## Career prospects

The subjects and transferable skills taught in business studies directly relate to the world of work and would give you a competitive advantage in a competitive careers market. Some options would include Business Consultancy, Marketing; PR, Communication, Management, Accountancy.

# Chemistry

# A Level

Department: **Science**

Type of Qualification: **A Level**

Exam Board: **AQA**

Minimum Entry Requirements B: **2 x grade 6 in any of the sciences and a grade 6 in mathematics is recommended**

- The course is now linear which means students will sit all exams at the end of the 2 year course.
- The ISA (practical examination) has now been replaced by compulsory practical activities which will be carried out throughout the course in lessons and knowledge and understanding tested in the final exams.
- Students also complete a range of non-examined practicals aimed at developing and enhancing practical skills.

## Course content

Topics covered across the course include:

- Physical chemistry
- Organic chemistry
- Inorganic chemistry

## Style of assessment

- Paper 1: Inorganic and physical chemistry with practical skills 35% of A level; 2 hours, 105 marks
- Paper 2: Organic and physical chemistry with practical skills 35% of A level; 2 hours, 105 marks
- Paper 3: All content and practical skills 30% of A level; 2 hours, 90 marks

## Whose kind of course?

Chemistry is a pre-requisite for many of the degree courses including medicine as it demonstrates analytical and research skills. Employers appreciate the hard work involved in studying chemistry and recognise that these pupils will have developed skills including interpreting written or numerical data, communicating ideas and problem solving.

### Stretch and challenge - Aiming for A\*

The A\* grade will be awarded to pupils who achieve over 90% in their A2 units.

We constantly set challenging problems to ensure that the most able students have the best opportunity to achieve the highest grades.

## Career prospects

Forensic Chemistry, Medicine, Biochemistry, Banking, Teaching, Pharmacy, Environmental Science, Government/Private research organisations, Medicinal and Industrial Chemistry.



# Computer Science

# A Level

Department: **Computing**

Type of Qualification: **A Level**

Exam Board: **OCR**

Additional Entry Requirements: **Grade 6 GCSE Computer Science and GCSE Maths**

## Course content

Computer Systems will cover 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
- Exchanging data
- Data types, data structures and algorithms
- Legal, moral, cultural and ethical issues.

Algorithms and Programming will cover computational thinking:

- Elements of computational thinking
- Programming and problem solving
- Pattern recognition, abstraction and decomposition
- Algorithm design and efficiency
- Standard algorithms

## Style of assessment

**Year 12 Internal Assessments**  
**Computing Principles**  
1 hour 15 minute Exam

+

**Algorithms and Problem Solving**  
1 hour 15 minutes

**A2 Paper 1**  
Computer Systems (2.5 hours)  
40% of the final mark

+

**A2 Paper 2**  
Algorithms and Programming (2.5 hours)  
40% of the final mark

+

**Non-Examined Assessment**  
20% of the final mark

## Whose kind of course?

The A-level Computer Science is for you if you are interested in developing your skills in Computing after GCSE. It expands on topics from GCSE, going in to more depth (e.g. in Logic Gates we look at more different types of gates and combining more gates together). New material includes looking at State Machines

Programming will continue focusing on developing skills in Python, or learning a new language such as Visual Basic or C# (a language commonly used by today's software engineers). New concepts are introduced, such as Object Oriented Programming in both languages.

## Career prospects

The subjects and transferable skills taught in Computer Science directly relate to the world of work and would help you to continue with further studies in both Engineering and Computer Science at university.

# Dance

# A Level

Department: **Performing Arts**

Type of Qualification: **A Level**

Exam Board: **AQA**

Additional Entry Requirements: **Grade 4 at GCSE is recommended (non-Dance GCSE students will be considered)**

## Course content

- **Component 1: Choreography and performance**
- Solo performance linked to a specified practitioner within an area of study
- Performance in a quartet
- Group choreography
- **Component 2: Critical Engagement**
- Knowledge, understanding and critical appreciation of two set works:
- One compulsory set work within the compulsory area of study
- One optional set work within the corresponding area of study, from a choice of four.

## Style of assessment

### Component 1 - Choreography and Performance

- External examiner visits the school between March and May to assesses Quartet, Group Choreography and Solo performances
- Examined in the 2<sup>nd</sup> year of course
- 50% of A Level

### Component 2 - Critical Engagement

- 2 ½ hour written paper made up of two sections – A = short answers questions and B = two essay based questions
- 50% of A Level
- Examined in the 2<sup>nd</sup> year of the course

## Whose kind of course?

Dance will suit you if you have a:

- Genuine interest in performance and choreography.
- Enjoy participating in performance and discussing professional works.
- Wish to develop your analytical and evaluative skills.
- Enjoy working independently and in a team.
- Develop practical activity with high level, comprehensive, pure dance training delivered by dance specialists.
- Develop techniques, artistic understanding and overall fitness to prepare students for a career in professional dance performance and / or teaching.
- Gain experience of a range of dance specialisms including Classical Ballet, Contemporary Dance, Choreography, Physical Theatre and Jazz which will develop you as a versatile dance artist.
- Develop links to professional and performance based dance practice.
- Study in the performing arts industry and the historical context of performance.

## Career prospects

In addition to the performing arts sector-specific content, this qualification provides learners with the opportunity to develop all-round performance skills and transferable skills such as self-confidence, self-presentation, personal discipline, time management and organisational skills, which are highly regarded by higher education and employers. Other skills essential for further study include research, independent learning, extended writing, sourcing, evaluating information and drawing conclusions, which are delivered in the components of the course.

A Level Dance can lead to degree courses in Dance, Performing Arts and Education. Professional performance work, community work and therapy courses, Dance business, choreographer, entertainment industry, Dance Science, personal trainer, media and Dance.

# Drama and Theatre Studies A Level

Department: **Performing Arts**

Type of Qualification: **A Level**

Exam Board: **AQA**

Additional Entry Requirements: **Grade 4 at GCSE (non-Drama GCSE students will be considered)**

## Course content

### Component 1: Drama and Theatre

#### What's assessed

- Knowledge and understanding of drama and theatre
- A2 Study of two set plays
- Analysis and evaluation of the work of live theatre makers

**Assessment:** Written exam: 3 hours, 40%

### Component 2: Creating Original Drama

#### What's assessed

- Process of creating devised drama
  - Performance of devised drama
- Devised piece must be influenced by the work and methodologies of one prescribed practitioner.

**Assessment:** Working notebook (20%) and devised performance (10%), 30%

### Component 3: Making theatre (practical)

#### What's assessed

- Practical exploration and interpretation of play extracts and methodology of a prescribed practitioner
- A final assessed performance and reflective report; analysing and evaluating theatrical interpretation of all three extracts

**Assessment:** Performance (20%) and reflective report (10%), 30%

## Whose kind of course?

Drama and Theatre Studies is an exploration of Theatre in all forms.

- You will study new styles and approaches
- Explore plays that are inspiring
- There will be many opportunities for performance and to see live theatre productions
- You will have the opportunity to devise a completely original performance

## Career prospects

Whatever you choose to do next, A Level Drama and Theatre Studies will equip you with the drive, confidence, skills and experience for a successful future. Students have gone on to Drama Schools to study Theatre Studies and Performing Arts at University, Acting, Directing, Technical Support, Digital Theatre.

# English Language

# A Level

Department: **English**

Type of Qualification: **A Level**

Exam Board: **EDUQAS**

Additional Entry Requirements: **Grade 6 in English Language recommended**

## Course content and aims

The course aims to:

- introduce students to methods of language analysis to explore concepts of audience, purpose, genre, mode and representation. It also introduces students to the study of children's language development, exploring how children learn language and how they are able to understand and express themselves through language.
- enable students to explore language in its wider social, geographical and temporal contexts. They will explore processes of language change. Students will also be required to study social attitudes to, and debates about, language diversity and change.
- allow students to explore and analyse language data independently and develop and reflect upon their own writing expertise.

**Units** – Language Concepts and Ideas, Language Change Over Time, English In The 21<sup>st</sup> Century, Creative and Critical Use of Language, Language and Identity (Non-exam assessment – Language Investigation)

## Style of assessment

Three papers: Component 1 2 hours / 30% of qualification, Component 2 2 ¼ hours/ 30% of qualification, Component 3 1 ¾ hours/ 20% of qualification, Component 4 NEA 20% of qualification.

## Whose kind of course?

Anyone who is interested in reading for English, Law or a Humanities based degree should consider this course. There are also sociolinguistic features of the course which support Sociology and some aspects of Psychology A level courses.

Additionally, anyone who is reading for a humanities-based A level and wishes to improve their skills of analysis and evaluation for enhanced essay writing might also find this course extremely useful.

## Beyond the classroom

Students are encouraged to read extensively beyond the texts studied in lessons. In order to maximize their chances of achieving the highest possible grade, they should read recommended journals and study guides as well as reading a range of texts suggested by teachers. Conference trips and other linked extracurricular activities are regularly organized by the department.

## Career prospects

Any career that involves analysis or high levels of clear communication.

# English Literature

# A Level

Department: **English**

Type of Qualification: **A Level**

Exam Board: **AQA**

Additional Entry Requirements: **Grade 6 in English Literature recommended**

## Course aims

Introduces candidates to explore and analyse the written word and aims to encourage students to:

- read widely and independently both set texts and others that they have selected for themselves
- engage creatively with a substantial body of texts and ways of responding to them
- develop and effectively apply their knowledge of literary analysis and evaluation in speech and writing
- explore the contexts of the texts they are reading and others' interpretations of them
- deepen their understanding of the changing traditions of literature in English.
- develop creative and informed responses to literary texts, using appropriate terminology and concepts, and coherent, accurate written expression.

## Assessment

Two papers (40% each) Paper 1 Literary Genres (2 hrs. 30 mins), Paper 2 texts and Genres (3 hrs), non-exam Assessment (20%, two essays) Theory and Independence

## Whose kind of course?

Anyone who is interested in studying for an English, Law or Humanities based degree should consider this course.

English Literature can be studied with Language as separate, complementary subjects, whilst Literature can be a useful opinion-based and discursive subject to act as a foil to scientific subjects.

Additionally, the analytical skills required are testing and therefore recognised as being valuable for any given degree course.

## Beyond the classroom

Students are encouraged to read extensively beyond the texts required for examinations and coursework. In order to maximize their chances of achieving the highest possible grade, they should read literary journals and study guides as well as reading a range of texts suggested by teachers. Theatre and conference trips are regularly organized by the department.

## Career prospects

Any career which involves analysis, high levels of clear communication or simply a love of literature.

Department: **Business Studies** Type of Qualification: **BTEC**

Exam Board: **Pearson / Edexcel** Additional Entry Requirements: **Grade 4+ in Business Studies if GCSE was taken. Grade 5+ in English, Grade 4+ in Maths if GCSE Business was not taken**

## Course content

### Unit 1: Enterprise & Entrepreneurs

In this unit you will explore the nature of enterprise and entrepreneurs. You will complete an independent investigation into an entrepreneur of your own choice.

### Unit 2: Developing a Marketing Campaign

This unit focuses on the principles of marketing, the influences of marketing activities, market research, and how businesses plan and develop a marketing campaign for maximum impact.

### Unit 3 Personal & Business Finance

Personal finance is about understanding why money is important and how managing your money can help prevent future financial difficulties. Business finance will introduce you to accounting terminology, why these accounts are important.

### Unit 7: Social Enterprise

You will investigate how social enterprises compete and how they run, how they make money and achieve their social aims. You will plan and run your own social enterprise.

## Style of assessment

### Unit 1 Enterprise and Entrepreneurs

In this unit you will be assessed internally via set coursework tasks.

### Unit 2: Developing a Marketing Campaign

This is an externally examined coursework-based unit.

### Unit 3: Personal & Business Finance

The second of the externally examined units, the Finance exam is a more traditional style exam paper.

### Unit 7: Social Enterprise

In this unit you will be assessed internally via set coursework tasks.

## Whose kind of course?

Interested in running your own business? Or are you interested in finding out about others who already do this?

This is essentially a Business Studies based course. The interesting thing about this course is that it focuses on entrepreneurial activity. This is a fascinating part of the business world that is highly relevant to the UK as we have so many entrepreneurial people working for themselves and within other businesses in this country. If you are interested in finding out more about these talented individuals and think that you too have entrepreneurial skills that you would like to develop then this would definitely interest you.

One of the key elements that underpins this course is the development of employability skills. Learners on this course will have the chance to work on both academic and work-based learning skills, which leaves a wide range of options open for the next steps in your career.

## Career prospects

The most obvious one is entrepreneur! However, this is not only for those who want to run their own business, this course could also lead into further study or work in...

Accountancy; Marketing Management; Advertising; Sales Management; Charity Manager; Events Co-ordinator/Events Management; Apprenticeships; Teaching; Project Management; Law; Banking; Financial Management; Insurance; Advisory Services; Management Consultancy; Financial Consultant; Account Management...and many more!!! The great thing about this course is that whatever your chosen path, this will fit brilliantly with it as all of us will eventually either work for ourselves or for someone else, and this course would prepare you well for any of those options.

# Fashion & Textiles

# A Level

Department: **Design & Technology**

Type of Qualification: **A Level**

Exam Board: **AQA**

Additional Entry Requirements: **Minimum Grade 6 at GCSE recommended**

## Course content

A Level Fashion & Textiles requires students to engage in both practical and theoretical study.

The course specification is split into three sections:

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

Mixture of short answer and extended response.

- Written exam: 2.5 hours
- 120 marks
- 30% of A-level

### **Paper 2 - Designing and making principles**

Mixture of short answer and extended response questions

Section A

- Product analysis: 30 marks
- Up to 6 short answer questions based on visual stimulus of product(s).

Section B

- Commercial manufacture: 50 marks
- Mixture of short and extended response questions

### **Non-exam assessment (NEA) (50%)**

In this unit you will undertake a substantial design & make task in your chosen specialist area. The context of the task will be set by AQA and the actual problem supplied by a client.

## Whose kind of course?

Learning about Fashion & Textiles strengthens learner's critical thinking and problem solving skills within a creative environment, enabling them to develop and make proto-types/products that solve real problems.

### **Stretch and challenge - Aiming for A\***

As a fashion designer, you will learn the skills to design and make all aspects of products, using the latest materials, smart materials, desktop publishing software and computer aided manufacture.

## Career prospects

Studying Fashion & Textiles can lead to further Degree studies and careers in Fashion design, Product Design, Interior Design, Graphic Design, Web Design, Marketing and Project Management. It will also provide you with the skills to present your work more effectively in all aspects of your education and life. In addition, it will provide you with the skills to think creatively and independently to overcome real-life problems.

# Film Studies

# A Level

Department: **Film Studies**

Type of Qualification: **A Level**

Exam Board: **EDUQAS**  
or

Additional Entry Requirements: **Grade 6 at GCSE in English Language, English Literature**  
**Media Studies recommended**

## Course content

This linear GCE specification requires students to develop a theoretical knowledge and understanding of a diverse range of film including historical Hollywood film, American film since 2005 and recent British film since 1995.

The course will also cover film movements, the global film industry and documentary film.

In addition, the film studies course requires students to develop their own moving image practical skills throughout the course. They will be required to use their own creativity applying the theoretical knowledge to practical tasks in preparation for the coursework unit where they can focus on film making or writing a screen play.

## Style of assessment

### **70% exam:**

Component 1: Varieties of Film and Film Making (35%).

Component 2: Global Film Making Perspectives (35%)

### **30% practical coursework:**

Component 3: A short film or a screen play with an evaluative analysis.

## Whose kind of course?

The course is suited to students who are interested in film and scriptwriting. Students that enjoy learning through a practical and creative approach may be interested in studying film studies. It will also interest anyone who may wish to pursue a career in the media or in a communication-based field. This subject compliments the skills required in Media Studies, English Language and English Literature and humanities-based subjects that require an analytical approach to texts.

## Career prospects

Jobs directly related to film studies include broadcasting presenter, film or TV director, editor, location manager production coordinator, production designer and programme researcher to name a few.

However, the subject also links to jobs in the arts and many roles within the marketing and events sector.





# French

# A Level

Department: **Modern Foreign Languages**

Type of Qualification: **A Level**

Exam Board: **Edexcel**

Additional Entry Requirements: **Grade 6 or above at GCSE recommended**

## Course content

**Students will explore the following general topics:**

- Theme 1: Changes in French society (family, education and world of work),
- Theme 2: political and artistic culture in French speaking countries (music, media, festivals and traditions),
- Theme 3: immigration and the French multicultural society (immigration, the far right movement),
- Theme 4: Occupied France and Resistance in World War II.

## Reasons for learning a language at SPH:

- Our excellent results every year. Small classes which allow for individual feedback and tailored teaching and learning;
- Students who have studied a language at A Level or degree level have one of the lowest unemployment rates in the country (98% of language graduates are in employment three and a half years after graduation)

## Assessment

		% of A Level	Time
Paper 1	Listening, reading and translation into English	40%	2 hours
Paper 2	Essay on the film / book you have studied in class and translation into French	30%	2 hours 40
Paper 3	Speaking on a topic you have researched	30%	21-23 mins

# Further Mathematics

# A Level

Department: **Mathematics**

Type of Qualification: **A Level**

Exam Board: **Edexcel**

Additional Entry Requirements: **Grade 7 at GCSE Mathematics**

## Course content

In Year 12, everyone studies:

- Core Pure Mathematics 1: Complex numbers, Matrices, Proof by induction
- Further Maths Option: Selected from Further Pure, Further Stats, Further Mechanics or Decision Maths

There are thirteen teaching lessons per fortnight with an equal time of self-study and homework required. Interactive teaching is the norm, and extra-curricular activities are offered to stretch the more able students to help them reach top grades.

In Year 13, the units deepen the areas from Year 12 but also include Polar co-ordinates, Differential equations and Hyperbolic Functions.

### Course Requirement:

Students must be confident in GCSE algebra and shape topics, and complete preparation work during the summer before starting Year 12, as well as pass a competency test in the first week of September.

## Style of assessment

A Level Further Maths has 4 exams: Core Pure 1 & 2 then 2 Further Maths Options; each exam is 1hr 30mins.

## Whose kind of course?

This course will be essential for anyone considering a degree with a Mathematics component. A qualification in Further Mathematics is regarded very highly by all universities and usually results in a lower UCAS offer.

Further Mathematics is also accessible for arts or business students who have an interest in a deeper understanding of mathematics.

### Stretch & Challenge:

All students in both years will take part in the National Senior Maths challenge to widen and deepen their understanding of Mathematics as well as strengthen their problem-solving skills. The UKMT run the challenge, with Bronze, Silver and Gold awards available for candidates to achieve as well as a follow on Olympiad round.

## Career prospects

Accountant, Actuary, Statistician, Stockbroker, Engineer, Teacher

Many disciplines use Statistics, including Medicine, Geography, Biology and Environmental Sciences. Mechanics can complement study in Physics or Engineering, but it is not only useful for sciences, as it also covers useful problem-solving skills.

# Geography

# A Level

Department: **Geography**

Type of Qualification: **A Level**

Exam Board: **Edexcel**

Additional Entry Requirements: **Grade 5 or above**

## Course content

- Tectonic Processes and Hazards
- Coastal Landscapes and Change
- Globalisation
- Shaping Places – Regenerating Places
- The Water Cycle and Water Insecurity
- The Carbon Cycle and Energy Security
- Superpowers
- Migration, Identity and Sovereignty

## Style of assessment

**A Level** (4 days of fieldwork)

Paper 1: Exam – 2 hour 15 minutes – total marks 105 – 30% of A2

Paper 2: Exam – 2 hour 15 minutes – total marks 105 – 30% of A2

Paper 3: Exam – 2 hour 15 minutes – total marks 70 – 20% of A2

Coursework – non-examined independent investigation – 3000 to 4000 words – total marks 70 - 20% of A2

## Whose kind of course?

*Geography has the joint-best employment levels out of any subject you can study.* Geography is one of the most relevant subjects to study at A level and beyond. The topics we study help you understand the processes that shape our planet and how humans are central to the sustainability of our future world. But also, the skills that a geography learns whilst doing this are varied and valued by employers of all types. The subject is a gateway to your World! *Although geography has a unique suite of skills and knowledge, many skills and topic areas will actively support other subjects so geography is a unique facilitating subject to your other A levels.* There are very few careers that geography does not provide a valuable background for. Geographers are highly valued in the workplace because they possess the variety of skills that employers look for.

**Useful skills include:** Geography is without rival in how it overlaps uniquely between the sciences and the arts. Geographers have excellent oral and written communication, being able to describe, explain, assess, evaluate and justify their ideas and arguments. They can also use a range of scientific skills such as: graphs and cartographic sources, not to mention statistical skills too. Geography poses enquiry questions which develops problem solving, number and statistics, instrumentation and ICT literacy, research, team work, enquiry and investigation, modelling and simulation.

**Stretch and challenge:** Follow the Geography department's Twitter feed for up-to-date articles. Aiming for an A\* Lectures at the Royal Geographical Society Field trips in the local and national area.

## Career prospects

Ultimately a geography qualification helps you access any job, it really is true. The crossover between arts and sciences (see above) sees geography have the lowest unemployment level out of any degree subject. There is no job a geographer isn't suited for, it really is true - we are very valued! International business and banking, Consultancy, Law, Economics and Finance, Geology and Geophysics, Risk assessing and planning, Planning and Environmental Management, Travel and Tourism... geography can take you here and many other avenues! Speak to your geography teacher for more advice

Department: **Modern foreign languages**

Type of Qualification: **A Level**

Exam Board: **AQA**

Additional Entry Requirements: **6 or above at GCSE recommended**

## Course content

**Students will explore the following general topics:**

- Theme 1: Aspects of German –speaking society (changes in family structures, the digital world, youth culture)
- Theme 2: Artistic culture in the German speaking world (festivals and traditions, art and architecture, multicultural society)

## Reasons for learning a language at SPH:

- Our excellent results every year. Small classes which allow for individual feedback and tailored teaching and learning;
- Students who have studied a language at A Level or degree level have one of the lowest unemployment rates in the country (98% of language graduates are in employment three and a half years after graduation)
- Language students have one of the lowest unemployment rates in the country

## Assessment

		% of A Level	Time
Paper 1	Listening, reading and translation into English	50%	2 hours 30
Paper 2	Essay on the film / book you have studied in class and translation into German	20%	2 hours
Paper 3	Discussion of one sub-theme and presentation of individual research project	30%	21-23 mins

# Health and Social Care

# BTEC

Department: **Social Sciences**

Type of Qualification: **BTEC Extended Certificate**

Exam Board: **Pearson**

Additional Entry Requirements: **Grade 4 in English and Biology**

## Course content

The BTEC Extended Certificate in Health and Social Care covers a wide range of topics including elements of Psychology and Sociology and applies these to real life settings such as early years' education and residential care to name just a few.

The Pearson BTEC Level 3 Extended Certificate in Health and Social Care aims to provide an introduction to the sector. It is for learners who are interested in learning about the health and social care sector as part of a balanced study programme. It is equivalent in size to one A Level.

Students explore the human life span, with a particular focus on child development. They also look in detail at specific job roles in health and social care and learn how they work together. Students also create an individual care plan for a 'client' in a sector they are interested in.

## Style of assessment

50% Exam, 50% Coursework

Mandatory Units	Optional (TBC based on students)
Unit 1 – The Human Life Span (exam)	Sociological Perspectives
Unit 2 – Working in Health and Social Care (exam)	Psychological Perspectives
Unit 3 – Meeting Individual Care and Support Needs (coursework)	Psychological Disorders and their care
	Working with students with additional needs

## Whose kind of course?

This course is designed for students who wish to continue post-16 education through applied learning in the health and social care sector, with the aim to progress to higher education, apprenticeship or a job role. There are opportunities to develop employability skills such as problem solving, critical thinking, adaptability and self-development. The course suits students who work well independently and enjoy learning about human interactions.

### Skills developed:

- cognitive and problem-solving skills: use critical thinking, approach non-routine problems applying expert and creative solutions, use systems and technology
- intrapersonal skills: communicating, working collaboratively, negotiating and influencing, self-presentation
- interpersonal skills: self-management, adaptability and resilience, self-monitoring and development

## Career prospects

The subjects and transferable skills taught in BTEC Applied Psychology directly relate to the world of work and would give you a competitive advantage in psychology careers. Some options would include Child Care, Counselling, Mental Illness Work, Health Care, Teaching and Education, Human Resources, Social Work in the Criminal Justice Sector.

The independent study skills developed on this course are advantageous for higher education due to the level of independent research required.  
\*Please note: some students wanting to go into nursing/midwifery should check university websites to see if they accept this course as different institutions have different views\*

Department:

Type of Qualification: **A Level**

Exam Board: **AQA**

Additional Entry Requirements: **Grade 6 or above in GCSE History recommended**

## Course content

### Unit 1: 1H Tsarist and Communist Russia, 1855–1964

This option allows students to study in breadth issues of change, continuity, cause and consequence in this period through the following key questions: • How was Russia governed and how did political authority change and develop? • Why did opposition develop and how effective was it? • How and with what results did the economy develop and change? • What was the extent of social and cultural change? • How important were ideas and ideology? • How important was the role of individuals and groups and how were they affected by developments?

### Unit 2: 2S The Making of Modern Britain, 1951–2007

This option provides for the study in depth of the key political, economic, social and international changes which helped to mould Britain in the second half of the 20th century. It explores concepts such as government and opposition, class, social division and cultural change. It encourages students to reflect on Britain's changing place in the world as well as the interrelationship between political policies, economic developments and political survival.

### Unit 3: A personal study based on a topic of student's choice.

Through undertaking the Historical Investigation students will develop an enhanced understanding of the nature and purpose of history as a discipline and how historians work. It will allow students to: • ask relevant and significant questions about the past and undertake research • develop as independent learners and critical and reflective thinkers • acquire an understanding of the nature of historical study • organise and communicate their knowledge and understanding in a piece of sustained writing.

## Style of assessment

***A LEVEL All exams sat at the end of year 13 and account for 80%***

**Both Unit 1 and 2 will consist of:**

- A written exam which is 2 hours 30 minutes
- Three questions (one compulsory – source based) 80 marks - 40% of A Level

**Unit 3 (coursework):**

- Extended writing of between 3500 and 4500 words which needs to identify and investigate a period of change and continuity within a context of approximately 100 years

## Whose kind of course?

History will suit you if you:

- enjoy investigation and discovery
- enjoy debate and putting forward a well-argued case
- want to improve your analytical skills
- enjoy working more independently
- want to examine evidence and make up your own mind
- enjoy reading
- can express yourself clearly in extended writing

## Stretch and challenge - Aiming for A\*:

- Independent research projects and presentations
- Inspirational guest speakers
- Educational visits to museums and conferences

## Career prospects:

By studying History you will be taught to understand the significance of historical events, the role of individuals in history and the nature of change over time. You will develop a deeper understanding of the past through **political, social, economic and cultural** perspectives. These transferable, analytical skills will serve you well in a number of different professions including:

- Broadcasting
- Journalism
- Advertising
- Law and management
- Teaching and Lecturing
- Research
- Archaeology
- Civil Service
- Public Relations

# Mathematics

# A Level

Department: **Mathematics**

Type of Qualification: **A Level**

Exam Board: **Edexcel**

Additional Entry Requirements: **Grade 7 at GCSE Mathematics recommended**

## Course content

In Year 12, everyone studies:

- Pure Mathematics 1 (P1): Algebra, geometry, sequences, vectors, trigonometry, calculus and proof
- Statistics and Mechanics: Sampling, Probability, Statistical distributions, Kinematics, Forces and moments

There are thirteen teaching lessons per fortnight with an equal time of self-study and homework required. Interactive teaching is the norm, and extra-curricular activities are offered to stretch the more able students to help them reach top grades.

In Year 13, the units deepen the areas from Year 12 but also include Binomial, functions, parametric equations, radians and numerical methods.

### Course Requirement:

Students must be confident in GCSE algebra and shape topics, and complete preparation work during the summer before starting Year 12, as well as pass a competency test in the first week of September.

## Style of assessment

A Level Maths has 3 exams: Pure maths P1, Pure Maths P2 and Stats and Mechanics; each paper is 2 hrs

## Whose kind of course?

This course can complement study in many different subjects at A Level or University level. The Statistics option will develop useful skills for those doing Humanities subjects or Biology, while Mechanics has strong links with Physics A Level.

A qualification in Mathematics is regarded very highly by all universities, whatever course is applied for.

### Stretch & Challenge:

All students in both years will take part in the National Senior Maths challenge to widen and deepen their understanding of Mathematics as well as strengthen their problem-solving skills. The UKMT run the challenge, with Bronze, Silver and Gold awards available for candidates to achieve as well as a follow on Olympiad round.

## Career prospects

Accountant, Actuary, Statistician, Stockbroker, Engineer, Teacher

Many disciplines use Statistics, including Medicine, Geography, Biology and Environmental Sciences. Mechanics can complement study in Physics or Engineering, but it is not only useful for sciences, as it also covers useful problem-solving skills.



# Media Studies

# A Level

Department: **Media Studies**

Type of Qualification: **A Level**

Exam Board: **EDUQAS**

Additional Entry Requirements: **Grade 6 at GCSE in English Language or Literature recommended**

## Course content

This linear GCE specification requires students to develop a theoretical knowledge and understanding of:

- Media language: how the media communicates meaning through their forms, codes and conventions, and techniques.
- Representation: how the media portray events, issues, individuals and social groups.
- Media Industries: how production, distribution and circulation are linked to and affect media forms and platforms.
- Audiences: how media forms target, reach and address audiences. How audiences might interpret and respond to different media forms and how audiences may themselves become producers.
- In addition, the media studies course requires students to develop their own moving image practical skills throughout the course. They will be required to use their own creativity applying the theoretical knowledge to practical tasks in preparation for the coursework unit.

## Style of assessment

70% exam:

**Component 1:** Media Products, Industries and Audiences (35%)

**Component 2:** Media Forms and Products in Depth (35%)

30% coursework: Cross-media production involving moving image work.

## Whose kind of course?

The course is suited to students who are interested in all areas of the media. The specification covers advertising, music video, news, television, magazines, websites, video games and radio.

Students that enjoy learning through a practical and creative approach may be interested in studying media studies. It will also interest anyone who may wish to pursue a career in the media or in a communication based field.

This subject complements the skills required in English Language and Literature and humanities-based subjects that require an analytical approach to course content.

## Career prospects

All aspects of the media industry including advertising, journalism, publishing, television and film production, radio, publishing and communication based roles.

# Music

# A Level

Department: **Performing Arts**

Type of Qualification: **A Level**

Exam Board: **EDUQAS**

Additional Entry Requirements: **Grade 6 Music and English**

## Course content

**Performing (35%)** A performance recital of Grade 7 standard (or above), for 10-12 mins, either solo or ensemble or a combination of both. At least one of these pieces must be a soloist.

**Composing (25%)** Two compositions, one in response to a choice of 4 set briefs and one free composition.

**Appraising (40%)** Three areas of study:  
The Western Classical Tradition (The Development of the Symphony 1750-1900)  
Musical Theatre *or* Pop *or* Jazz  
Into the Twentieth Century including two set works

## Whose kind of course?

Whose kind of course?

- Anyone wishing to pursue a career involving music
- Anyone who enjoys analysing music
- Anyone who has advanced performing and composing skills

Stretch and challenge - Aiming for A\*

All A Level students are expected to contribute to the musical life of the school by participating in ensembles and performing in our regular Concerts and Services – Orchestra and Choir. As role models, they are expected to lead their section in the Orchestra, offering support and teaching to the younger students. It is expected that they will perform solos at Concerts

# Physical Education

# A Level

Department: **Physical Education**

Type of Qualification: **A Level**

Exam Board: **OCR**

Additional Entry Requirements: **MERIT in BTEC Level 2 Sport and Grade 6 in Biology / Double Science or 6 or above in GCSE PE 1 sport at club level**

## Course content

Paper 1: Anatomy and Physiology, Exercise Physiology, Biomechanics  
Paper 2: Skill Acquisition, Sports Psychology  
Paper 3: Sport and Society  
Practical Performance and Evaluation and Analysis of performance (EAPI) 30%

## Style of assessment

Written paper  
Paper 1: 30% 90 marks  
Paper 2: 20% 60 marks  
Paper 3: 20% 60 marks  
  
Practical Performance and Evaluation and Analysis of performance (EAPI) 30%

## Whose kind of course?

People who love sport and learning about the human body.  
People who enjoy a range of learning styles  
Compliments science and biology course really well

## Career prospects

Sports and exercise science, Sports therapy, Sports Studies, Physical Education and Coaching  
Biomechanics and performance analysis  
English language  
Business studies  
Biology, Physics, Mathematics, Chemistry  
Engineering  
Law  
Medicine  
Teaching

<p>Department: <b>Performing Arts</b></p> <p>Exam Board: <b>Pearson</b></p>	<p>Type of Qualification: <b>Level 3 BTEC National Extended Certificate</b></p> <p>Additional Entry Requirements: <b>Grade 4 at GCSE is recommended (non-Performing Arts GCSE students will be considered)</b></p>
<h2>Course content</h2> <p>The three mandatory units focus on:</p> <ul style="list-style-type: none"> <li>• Research – critical analysis and extended writing skills that aim to support students’ progress to higher education. As possible performing arts practitioners, students will gain a good understanding of the work of influential practitioners to inform their own work and practice <b>(Unit – Investigating Practitioners’ Work)</b></li> <li>• an induction into the performing arts – where students will develop the appropriate skills and techniques in various performance disciplines such as acting, dance, musical theatre and physical theatre <b>(Unit – Developing Skills and Techniques for Live Performance)</b></li> <li>• Group performance – students will develop the essential psychomotor and affective skills essential for the performing arts. They will develop physical techniques, as well as wider transferable skills such as being able to work collaboratively, personal management and organisation (rehearsals, time management), being able to give and take direction, confidence in front of an audience, problem and team work <b>(Unit – Group Performance Workshop).</b></li> </ul> <p>Students select one optional unit to support choices in progression to performing arts and other courses in HE, and also cover acting, dance and musical theatre topics. Examples of the optional units include: classical ballet technique, street dance technique, acting styles, developing the voice for performance, and variety performance.</p>	<h2>Will the qualification support progression to further learning, if so, what to?</h2> <p>In addition to the performing arts sector specific content, the requirements of the qualification will mean students develop the transferable and higher order skills that are highly regarded by both HE and employers. It will provide students with transferable knowledge, understanding and broad skills, such as:</p> <ul style="list-style-type: none"> <li>communication skills – performing, communicating and presenting ideas to an audience</li> <li>Collaborative skills –with a focus on self-management and teamwork and participation in group performance, which develops collaborative skills and confidence building.</li> </ul> <p>All of the content in the qualification will help prepare learners for further study. The qualification is intended to carry UCAS points and is recognised by HE providers as contributing to meeting admission requirements for many courses if taken alongside other qualifications as part of a two-year programme of learning.</p> <p>It combines well with a large number of subjects and so will support entry to HE courses in a very wide range of disciplines. Depending on the subjects taken alongside, opportunities include:</p> <ul style="list-style-type: none"> <li>BA (Hons) in Performing Arts</li> <li>BA (Hons) in Media Studies with Theatre</li> <li>BA (Hons) in Psychology</li> <li>BA (Hons) in English Studies</li> <li>BA (Hons) in Business Studies.</li> </ul> <p>Students should always check the entry requirements for degree programmes at specific HE providers.</p>

# Art & Design: Photography A Level

Department: **Art**

Type of Qualification: **A Level**

Exam Board: **AQA**

Additional Entry Requirements: **Grade 6 at GCSE in any of the Art & Design endorsements**

## Course content

This Advanced GCE specification requires students to develop practical and theoretical knowledge and understanding of:

- relevant materials, processes, technologies and resources
- how ideas, feelings and meanings can be conveyed and interpreted in images and artefacts
- ways in which photographs can be developed beyond the pure image using practical hand-on techniques as well as digital forms
- a working visual / written vocabulary and specialist terminology with which to express their ideas.

The Photography course is tailored to encourage, enhance and challenge creativity, enabling students to achieve their potential. Students will need to analyse the work of other photographers, develop their ideas in response to them and explore a wide range of Art based and digital manipulation and presentation techniques when developing ideas or creating a final piece.

Taking your own photographs outside of lesson time is fundamental to the course, and therefore access to a digital camera or camera phone (that you can transfer images onto a computer from) is essential. You must also be prepared to print your own photographs, which will incur a cost (this will vary depending on where you print your photographs).

## Style of assessment

60% coursework and 40% exam and exam sketchbook (see Fine Art for details).

## Whose kind of course?

The course is suited to students who prefer a practical and creative approach to studying Photography. It will also interest anyone who:

- May wish to pursue a career in Photography.
- Would like to continue studying this subject at University.
- Would prefer to be assessed by continuous coursework (60%) alongside a final exam (40%).
- May wish to specialise in certain areas of practical photography.

**Students who do not meet the entry requirements can still apply but must arrange a portfolio interview with a member of the Art department during term 6 prior to starting the course.**

## Career prospects

The course enables students to develop skills widely relevant to a huge range of careers for example visual literacy for media-based careers, analysis and communications for journalism and problem solving for engineering.

All aspects of the Art & Design industry including advertising, portraiture or fashion photography, photo journalism, television and film production, camera operations, graphic design and illustration. Related careers such as museums and galleries, publishing, animation, theatre design, art therapist or teacher.

# Physics

# A Level

Department: **Science**

Type of Qualification: **A Level**

Exam Board: **AQA**

Additional Entry Requirements: **2 x grade 6 in any of the sciences and a grade 6 in mathematics is recommended**

- The course is now linear which means students will sit all exams at the end of the 2-year course.
- The ISA (practical examination) has now been replaced by 12 compulsory practical activities which will be carried out throughout the course in lessons and knowledge and understanding tested in the final exams.

## Course content

1. Measurements and their errors
2. Particles and radiation
3. Waves
4. Mechanics and materials
5. Electricity
6. Further mechanics and thermal physics
7. Fields and their consequences
8. Nuclear physics

### Plus one option topic from:

9 Astrophysics, 10 Medical physics, 11 Engineering physics,  
12 Turning points in physics, 13 Electronics

## Style of assessment

Paper 1, 34%: Section 1-5 and 6.1 (2 hour, 85 mark, written and m-choice questions)

Paper 2, 34%: Section 6.2, 7 & 8 (2 hour, 85 mark, written and m-choice questions)

Paper 3, 32%: Sec A: Practical Skills and Data Analysis (45 mark, written questions) / Sec B: Option topic 9-13 (35 mark, written questions)

## Whose kind of course?

Anyone with a logical mind who is interested in solving problems and understanding how things work.

Those who are looking to study Science at University and are thinking of any of the careers listed below.

This A Level works well alongside maths and/or other sciences

### Stretch and challenge – Aiming for A\*

The A\* grade will be awarded to pupils who achieve over 90% in their A2 units.

## Career prospects

Scientific and technical industries, Energy and environment, Government research, Electronics / IT / software development, Healthcare, Government, Education, Finance, Legal, Media and communications, Retail/leisure, Aeronautics, Architecture.

# Politics

# A Level

Department: **Politics (part of the History Department)**

Type of Qualification: **A Level**

Exam Board: **Edexcel**

Additional Entry Requirements: **Grade 5 in English Lit / Lang and at least a Grade 5 in a humanities subject (History/Geography/RE)**

## Course content

**Autumn Year 12:** We start with **UK Politics**, which covers concepts like **democracy, political participation, voting systems, political parties, pressure groups, election campaigns** and the trends in the **voting behaviour** of the electorate. This gives students a basis for exploring the current issues in the UK's politics: *Example Question: 'Evaluate the view that the UK's democracy is in crisis'.*

**Spring Year 12:** We look at the workings of **UK Government**, which builds on the knowledge of the Autumn term by exploring the UK's **constitution and civil liberties**, the workings of **Parliament**, the power of **Prime Ministers**, the relationship with the **Devolved Regions** of Scotland, Wales and Northern Ireland and the increasing role of the **Supreme Court**. It also explores the UK's complex relationship (now academic!) with the **EU**. This allows students to assess where power truly lies in the British political system and explore the case for further reform. *(Example Question: 'Evaluate that prime ministers have become increasingly presidential since 1979').*

**Summer Year 12:** We finish the first year by studying the **Core Political Ideologies** of Liberalism, Conservatism and Socialism. This takes students to the key ideas which inspire and inform all political issues today. They will examine the works of key political thinkers (Including Locke, Marx, Rawls and Rand). This unit stretches students to consider the view taken by the different ideologies on human nature, society, the role of the state and the economy. It also explores the tensions between ideologies. We also study a **Non-Core Ideology: Nationalism**. *(Example Question: 'To what extent do socialists agree with achieving equality of outcome?').*

**Autumn – Spring Year 13:** In the final year we study the **Politics and Government of the USA**. This provides a nice contrast to the UK and allows students to draw comparisons between two democratic systems. Students start by gaining an understanding of the **constitution** and how it shapes all aspects of US political life. They then move to cover the topics of **democracy and elections, parties, Congress, the Presidency, the Supreme Court and Civil Rights**. *(Example Question: 'Evaluate the view that money is the most important factors for a successful presidential campaign')*

## Whose kind of course?

You **must** already have a **curiosity** and **love** for politics!

**You should be able to answer 'yes' to the following questions:**

- Do I check the news **every day**?
- Do I follow **events** as they develop?
- Am I able to make **links** between events and **spot** 'big' themes and trends?
- Do I try to **understand** events or issues if I am not 100% informed?
- Do I have an **opinion** about most issues? Do I share and **debate** these with others?

*IF you can honestly say 'yes' to all of them, then politics will be a good choice for you!*

Finally, this is a subject which is assessed through writing. Essays the majority of marks awarded so a willingness to both read and write extensively is essential.

## Style of assessment

**All** three papers are assessed through exams at the end of Year 13. There is no coursework element

Paper 1: 2 hours exam: One 'source-based essay' and one essay assessing UK Politics. One essay on the Core Ideologies

Paper 2: 2 hours exam: One 'source-based essay' and one essay assessing UK Government. One essay on the Non-Core Ideology

Paper 3: 2 hours exam: One 'Examine' question, one 'Analyse' question and an essay. All assessing US Politics

## Career prospects

University Course: Politics, History, International Relations, Economics, Philosophy, International Development

Careers: ALL! But specific careers which value a strong awareness of politics include: journalism, the Civil Service, Media, Policy Research, Local Government, Uniformed Services, the Law, charities (and many more!)

# Product Design

# A Level

Department: **Design & Technology**    Type of Qualification: **A Level**

Exam Board: **AQA**

Additional Entry Requirements: **Minimum Grade 6 at GCSE recommended**

## Course content

A Level Product Design requires students to engage in both practical and theoretical study.

This qualification allows students to follow various specialist pathways: resistant materials and graphics.

The course specification is split into three sections:

### **Paper 1: Core technical principles (30%)**

In this 2 hour paper you will be tested on the core technical principles of Product Design.

### **Paper 2: Designing and making principles (20%)**

Mixture of short answer and extended response questions.

Section A:

- Product Analysis: 30 marks
- Up to 6 short answer questions based on visual stimulus of product(s).

Section B:

- Commercial manufacture: 50 marks
- Mixture of short and extended response questions

### **Non-exam assessment (NEA) (50%)**

In this unit you will undertake a substantial design & make task in your chosen specialist area. The context of the task will be set by AQA and the actual problem supplied by a client.

## Whose kind of course?

Learning about Design & Technology strengthens learner's critical thinking and problem solving skills within a creative environment, enabling them to develop and make prototypes/products that solve real problems.

### **Stretch and challenge - Aiming for A\***

As a product designer, you will learn the skills to design and make all aspects of products, using the latest smart materials, desktop publishing software and computer aided manufacture.

## Career prospects

Studying Product Design can lead to further Degree studies and careers in Product Design, Architecture, Interior Design, Graphic Design, Textile Design, Web Design, Marketing and Project Management. It will also provide you with the skills to present your work more effectively in all aspects of your education and life. In addition, it will provide you with the skills to think creatively and independently to overcome real-life problems.



# Psychology

# A Level

Department: **Social Sciences**    Type of Qualification: **A Level**

Exam Board: **AQA**

Additional Entry Requirements: **GCSE Grade 6 or higher in Mathematics, English and Science**

## Course content

**A Level: 2 years**

**Paper 1:** Social influence, Memory, Attachment, Psychopathology

**Paper 2:** Approaches in Psychology, Biopsychology, Research methods

**Paper 3:** Issues and debates in Psychology

**Optional content: one from each option**

**Option 1:** Relationships, Gender or Cognition and Development

**Option 2:** Schizophrenia, Eating Behaviour or Stress

**Option 3:** Aggression, Forensic Psychology or Addiction

## Style of assessment

At A Level: three papers. The exams last 2 hours and consist of multiple choice, short answer and extended writing questions.

## Whose kind of course?

Anyone interested in why people behave the way they do. Psychology is the scientific study of the Mind and Behaviour. Psychological theories and knowledge are based on relevant, accurate research and form the basis for practical applications that affect our lives in all areas of performance, for example in education, childcare, sport, medicine and the workplace.

Psychology develops skills of numeracy and literacy, and therefore combines well with science and arts / humanities subjects.

### Stretch and challenge – Aiming for A\*

- Wider reading or more in-depth independent research, and students are expected to feed back to peers
- The ability to analyse theories and research with respect to relevant issues, debates and approaches to psychology, and to understand research as a scientific process.
- The expertise in designing psychological research and applying statistical tests in order to analyse data.

## Career prospects

Psychology is relevant for any career involving contact with people e.g. Social Work, Education, Advertising, Medicine, Business, management and specialisms in Psychology.

# RS: Theology, Philosophy and Ethics

## A Level

Department: **Religious Studies**

Type of Qualification: **A Level**

Exam Board: **EDUQAS**

Additional Entry Requirements: **Grade 5 or above in RE and English at GCSE**

### Course content

#### Knowledge and understanding of:

- The key concepts of Philosophy & Ethics and Christian Theology
- The contribution of significant people, movements and traditions including how people decide right from wrong when they don't believe in God, why religious people disagree about which actions are good. In Philosophy we look at two arguments for the existence of God and two ideas which call into question the nature and existence of God.
- Philosophical and ethical language and terminology.
- Practical ethical issues including nuclear deterrence, animal testing, homosexual & polyamorous relationships, abortion, euthanasia, the death penalty and immigration.

#### Students will develop the following skills

- Identify, investigate and analyse questions arising from the study of Philosophy & Ethics and Theology.
- Interpret and evaluate concepts, issues, ideas, the relevance of arguments and the views of scholars.
- Communicate using reasoned arguments substantiated by evidence.

### Style of assessment

Assessment by examination: 3 exams at A Level all 2 hours

### Whose kind of course?

Those who follow an A Level course in Theology, Philosophy & Ethics work in industry, Government, and education. They become lawyers, doctors, administrators, teachers, diplomats, journalists, consultants, stockbrokers, bankers, and managers. They are accepted and respected in all professional schools, especially law and medicine, and welcomed into management training programs.

Additionally, anyone who is reading for any other humanities based A Level subjects and wishes to improve their skills of analysis and evaluation might find this course particularly useful.

For anyone interested in ultimate questions of meaning and purpose.

### Career prospects

Law, Government and politics, Medical School, Media, Business and enterprise, journalism, teaching and lecturing.

# Sociology

# A Level

Department: **Social Sciences**    Type of Qualification: **A Level**

Exam Board: **AQA**

Additional Entry Requirements: **GCSE Grade 5 in English and Grade 4 in Science**

## Course content

### A Level Content

- Paper 1: Education, Theory and Methods
- Paper 2: Family Sociology and Mass Media
- Paper 3: Crime, Deviance, Theory and Methods

Sociology is an essay based subject and will develop students' analytical and evaluative skills as well as their understanding of current affairs.

## Style of assessment

This subject is assessed by exams, there is no coursework. A Level students will complete three modules (consisting of 3 x 2 hour papers).

## Whose kind of course?

Anyone who has an interest in contemporary social and political affairs such as changes in society relating to marriage, divorce, educational policies, crime and deviance and belief systems.

Sociology studies society from different theoretical viewpoints and students will be required to compare and contrast these alternative perspectives in a balanced and informed manner. Students who enjoy discussion and debating will enjoy this subject. Students develop evaluative and analytical skills that are transferrable to many other subjects and careers.

### Stretch and challenge – Aiming for the best grade.

Students are encouraged to research and further investigate all topics covered, using text books, documentaries, sociology websites and news and current affairs programmes. Attendance at sociology conferences is encouraged. Students improve their learning by engaging in their own primary research covering topics and methods they will be studying.

## Career prospects

Sociology forms the basis for training in many of the following fields: human resources, teaching, criminology, social work, armed forces, local government, health care and business management.

# Spanish

# A Level

Department: **Modern Foreign Languages**

Type of Qualification: **A Level**

Exam Board: **Edexcel**

Additional Entry Requirements: **Grade 6 or above at GCSE recommended**

## Course content

**Students will explore the following general topics:**

- Theme 1: Changes in Spanish society (family, education and world of work),
- Theme 2: political and artistic culture in Spanish speaking countries (music, media, festivals and traditions),
- Theme 3: immigration and the Spanish multicultural society (immigration, the far right movement),
- Theme 4: The Franco dictatorship and the transition to democracy.

## Reasons for learning a language at SPH:

- Our excellent results every year. Small classes which allow for individual feedback and tailored teaching and learning;
- Students who have studied a language at A Level or degree level have one of the lowest unemployment rates in the country (98% of language graduates are in employment three and a half years after graduation)

## Assessment

		% of A Level	Time
Paper 1	Listening, reading and translation into English	40%	2 hours
Paper 2	Essay on the film / book you have studied in class and translation into Spanish	30%	2 hours 40
Paper 3	Speaking on a topic you have researched	30%	21-23 mins

# Sport

# BTEC

Department: **Physical Education**

Type of Qualification: **BTEC Level 3 Extended Certificate**

Exam Board: **Pearson Edexcel**

Additional Entry Requirements: **Grade 4 science (minimum)**

## Course content

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 7- Practical sports performance

## Style of assessment

Unit 1- written exam 90 minutes and 80 marks  
Unit 2- case study on how to improve someone's lifestyle  
Unit 3- coursework  
Unit 7- coursework combination of videos and presentations

## Whose kind of course?

Coursework based learning rather than all exam based  
People who enjoy sport and learning about the human body  
People who are looking for a job in sport or related to sport

## Career prospects

Sports and exercise science, Sports therapy, Sports Studies  
Physical Education and Coaching  
Sports management  
Midwifery  
English language  
Business studies  
Teaching



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