



Subject Information Sheet



Advanced Level

# ART & DESIGN

## Course Aims:

Art is a form of communication and expression – a visual language, which deals with the construction and interpretation of both personal and cultural meanings. Attainment in art is achieved through the creative development of process, production, reflection and evaluation – leading towards skills, knowledge and understanding. The exam specifications have been devised to combine breadth and depth of study with the freedom of choice required to accommodate a range of abilities, material resources and staffing specialisms. Students working to these specifications should be encouraged to develop awareness of cultural heritage, cultural differences and personal preferences, and of relevant environmental considerations.

## Course Content and Assessment:

There is a choice of seven specialisms (endorsed titles) to choose from. Each is made up of two components:

- A Personal Investigation (60%) and an Externally set task (40%).

Almost all of our students choose the Fine Art endorsement which is very broad based.

## A Level Overview:

### Component 01: Personal Investigation.

Learners should produce two elements:

- a portfolio of practical work showing their personal response to either a starting point, brief, scenario or stimulus, devised and provided by the learner or centre
- a related study: an extended response of a guided minimum of 1000 words.

### Assessment Overview 01: Personal Investigation:

120 Marks - non exam assessment (internally assessed and externally moderated)  
60% of total A Level

### Component 02: Externally set task:

- The early release paper will be issued on 1 February and will provide learners with a number of themes, each with a range of written and visual starting points, briefs and stimuli.
- A response should be based on one of these options.

### Assessment Overview 02: Externally Set Task:

80 Marks - 15 Hours - non exam assessment (internally assessed and externally moderated)  
40% of total A Level

## Learning Methods:

The course is designed to stimulate interest and enjoyment and help to contribute to the development of a thinking, responsible and visually literate individual.

Extensive opportunities are given to the student to develop his/her descriptive, interpretative and analytical skills whilst an emphasis is obviously placed on acquiring necessary subject based skills and knowledge. This course is suitable for people who are well motivated and committed to the Arts generally. The subject is taught by two senior members of the department, and on-going discussion about work projects and art based issues is an important method of immersing the students in thinking about all aspects of their own work, and the work of practising artists and crafts people.

## Career Opportunities:

There are opportunities in all areas of fine art, graphic design, 3D design, fashion, textiles, photography and architecture. The list is endless.

## Entry Requirements:

Normal Sixth Form requirements, usually a 6 or above in an art or design based subject, although in exceptional cases students who have attained a 5 grade will be admitted after an interview to ascertain their commitment and capabilities.

In exceptional cases for students who have not taken GCSE art, yet have a very strong portfolio, we would consider their application at interview.

## Staff Contacts:

Mrs Miller | Miss Potier



Web Link Address

<http://www.budehaven.cornwall.sch.uk/subject-areas/art/>



Subject Information Sheet



Advanced Level

# BIOLOGY

## Course Aims:

- to explore the complex biological processes that occur in the natural world
- preparation for biological courses at University and Institutes of Higher Education
- to stimulate interest in, and respect for, the natural world

## Course Content and Assessment:

The OCR A-level Biology A specification uses modern and traditional biological ideas to engage learners and provides the opportunity to explore biology both in breadth and depth. Topics cover basic biochemical pathways, cellular processes and the study of organs and organisms, right through to modern population genetics and ecology. Assessment is a blend of multiple choice, short structured questions and extended response style questions. Practical skills are no longer assessed through coursework, instead a proportion of the terminal exams will be based on essential practical investigations and techniques. Practical skills competency will be assessed separately in the Practical Endorsement Certificate.

### A Level Biology

**Paper 1 – Biological Processes** – 100 Marks  
2 hr 15 mins

Section A - 15 Marks - Multiple choice  
Section B – 85 Marks - Structured questions and extended response covering theory and essential practical skills

**Paper 2 – Biological Diversity** – 100 Marks  
2 hr 15 mins

Section A - 15 Marks - Multiple choice  
Section B – 85 Marks - Structured questions and extended response covering theory and essential practical skills

**Paper 3 – Unified Biology** – 70 Marks  
1 hr 30 mins  
85 Marks - Structured questions and extended response covering theory and essential practical skills

### Practical Endorsement Certificate – Pass/Fail

In addition to the practical skills questions which appear on the examination papers, students will be required to perform a minimum of 12 essential practical activities, on which the teacher will assess practical competency. This assessment will not contribute any marks to the overall A level but instead will contribute towards a PASS or FAIL grading on their Practical Endorsement Certificate which will be reported alongside the examination results.

## Module Breakdown:

### Module 1 – Development of practical skills in biology

- 1.1 Practical skills assessed in a written examination
- 1.2 Practical skills assessed in the practical Endorsement

### Module 2 – Foundations in biology

- 2.1.1 Cell structure
- 2.1.2 Biological molecules
- 2.1.3 Nucleotides and nucleic acids
- 2.1.4 Enzymes
- 2.1.5 Biological membranes
- 2.1.6 Cell division, cell diversity and cellular organisation

### Module 3 – Exchange and transport

- 3.1.1 Exchange surfaces
- 3.1.2 Transport in animals
- 3.1.3 Transport in plants

### Module 4 – Biodiversity, evolution and disease

- 4.1.1 Communicable diseases, disease prevention and the immune system
- 4.2.1 Biodiversity
- 4.2.2 Classification and evolution

### Module 5 – Communication, homeostasis and energy

- 5.1.1 Communication and homeostasis
- 5.1.2 Excretion as an example of homeostatic control
- 5.1.3 Neuronal communication
- 5.1.4 Hormonal communication
- 5.1.5 Plant and animal responses
- 5.2.1 Photosynthesis
- 5.2.2 Respiration

### Module 6 – Genetics, evolution and ecosystems

- 6.1.1 Cellular control
- 6.1.2 Patterns of inheritance
- 6.1.3 Manipulating genomes
- 6.2.1 Cloning and biotechnology
- 6.3.1 Ecosystems
- 6.3.2 Populations and sustainability. **(Continued Overleaf)**



Advanced Level

# BIOLOGY (Continued)

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## Learning Methods:

Biology is taught with a functional approach and there is a practical element to complement a large body of factual information. Biology is an extremely demanding and rigorous A level, with a huge variety of complex biological terms.

Strong literacy skills are advantageous. Students are invited to undertake a three day residential field study as part of the second year to further their understanding of their conservation, sampling and management of eco systems for Module 6

## Career Opportunities:

The course prepares students for both study in biological courses at University and Institutes of Higher Education ranging from Medicine to Biochemistry and Pure Biology.

## Entry Requirements:

Combined Science GCSE grade 6 6 or Biology grade 6, Chemistry grade 6 and Maths and English grade 6.

## Staff Contacts:

**Mr C Ryan | Mr N Reay | Mrs J Davage**



Web Link Address

<http://www.budehaven.cornwall.sch.uk/subject-areas/science>



Subject Information Sheet



Advanced Level

# CHEMISTRY (Salters)

## Course Aims:

Chemistry is an exciting subject which investigates why different materials behave in different ways and how they can be turned into more useful substances. The course aims to explain and put right the common misconceptions about chemicals in our world.

## Course Content and Assessment:

The OCR Chemistry B (Salters) specification has been designed so students study chemistry in a range of different contexts, conveying the excitement of contemporary chemistry. The learners study chemistry in a range of different areas throughout the two year course. Ideas are introduced in a spiral way with topics introduced in an early part of the course reinforced later. The methods of study place particular emphasis on an investigational and problem-solving approach to practical led learning to better prepare the students for onward study in chemistry and chemistry related subjects from Medicine to Engineering.

### Features of the specification include:

- Ideas are introduced within a spiral curriculum structure - topics introduced in an early part of the course and reinforced later.
- The specification continues to place a particular emphasis on the development of practical skills and chemical literacy.
- Clearly identifies practical endorsement requirements and how these can be integrated into teaching of content.

### Assessment breakdown

Fundamentals of Chemistry (01) 110 Marks 2hrs 15mins  
41% of the total A level graded outcome  
Scientific literacy in Chemistry (02) 100 Marks 2hrs  
15mins 37% of the total A level graded outcome  
Practical Skills in Chemistry (03) 60 Marks 1hr 30mins  
22% of the total A level graded outcome  
Practical Skills Endorsement (04) Reported Separately  
0% of the total A level graded outcome.

### Summary of the content for the A level course is as follows:

- Section 2c – Development of practical skills in chemistry
- Practical skills assessed in a written examination
  - Practical skills assessed in the practical endorsement
- Section 2d – Storylines
- Elements of life
  - Developing fuels
  - Elements from the sea
  - The ozone story
  - What's in a medicine?
  - The chemical industry
  - Polymers and life
  - Oceans
  - Developing metals
  - Colour by design

### Section 2e – Chemical literacy

Section 2e of the specification content relates to the chemical literacy skills learners are expected to gain throughout the course. These skills will be assessed throughout the written examinations. Learners will be expected to demonstrate the ability to extract and use data and information from sources, including those set in unfamiliar contexts.

## Learning Methods:

Practical activities are embedded within the learning outcomes in the teaching modules in Section 2d (Storylines). In Chemistry the application of knowledge is best seen when completing full experiments and in-depth study of the related theory. Opportunities for carrying out activities that could count towards the Practical Endorsement are used throughout the delivery of the course.

**(Continued Overleaf)**



Advanced Level

# CHEMISTRY (Salters)

(Continued)

Subject Information Sheet



Scan Me

## Career Opportunities:

Chemistry is a very important subject in its own right, but it is also extremely useful for those who wish to pursue a career in the medical field or anything involving materials. In addition, teaching and journalism as well as careers in business benefit from the rigours of a chemical scientific background. The course prepares students for both study in Chemistry and related sciences, pure or applied, at University and also for work in science-related industry.

## Entry Requirements:

Combined Science GCSE grade 6 6 or Chemistry grade 6, and Physics grade 6 and Biology grade 6.  
Maths and English grade 6.

## Staff Contact:

**Mr Ward**



Web Link Address

<http://www.budehaven.cornwall.sch.uk/subject-areas/science>



Subject Information Sheet



Advanced Level

# COMPUTER SCIENCE

## Course Aims:

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

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

## Course Content and Assessment:

Learners must take three components to be awarded the OCR A Level in Computer Science.

- Computer systems (01) 140 marks 2 hours and 30 minutes written paper (no calculators allowed) -40%
- Algorithms and programming (02\*) 140 marks 2 hours and 30 minutes written paper (no calculators allowed) 40%
- Programming project – 20%

## Learning Methods:

This course is a mixture of formal lessons and independent learning. Students will need to have a keen interest in technology from a technical perspective as well as programming.

## Career Opportunities:

The qualification helps students to progress to higher level education, careers in industry or apprenticeships.

## Entry Requirements:

Normal Sixth Form requirements. Students should also have studied Computing course at GCSE level and achieved at least a grade 5.

## Staff Contacts:

**Mrs H Hutchins | Mr S Ball**



Web Link Address

<http://www.budehaven.cornwall.sch.uk/subject-areas/ict/>



Subject Information Sheet



BTEC Level 3 National Foundation Diploma

# CREATIVE DIGITAL MEDIA PRODUCTION

## Course Aims:

The Creative Digital Media Production qualification has been developed in the creative media sector to provide vocationally-related education for those interested in pursuing a career in media. This could be: Film; Television; Broadcast Journalism; Advertising; Post-Production; Marketing and Set Design.

Students have the opportunity to achieve a nationally recognised Foundation Diploma across the two years of the course which has the recognised new tariff point equivalent to 1.5 A Levels.

## Course Content and Assessment:

Learners will complete six units over Year 12 and Year 13, two of which will be externally assessed. Four units will be assessed internally and moderated by the awarding body. Candidates will complete an on-going coursework portfolio in a range of formats such as research presentations, video productions, digital products and creative pieces.

### The six units to be completed are:

- Media Representations (Externally Assessed via onscreen exam)
- Pre-production Portfolio (Internally Assessed)
- Media Campaigns (Internally Assessed)
- Film Production (Internally Assessed)
- Advertising Production (Internally Assessed)
- Responding to a Commission (Externally Assessed via a task set and marked by Pearson and completed under supervised conditions)

## Learning Methods:

Film, television, digital and print media will be analysed (and produced) in class and students will be expected to become active and critical consumers of these areas of the creative media industry.

## Career Opportunities:

The Creative Digital Media Production qualification provides directly transferable knowledge and skills to young people looking to work in the media. 62% of large companies in the UK actively employ young people with BTEC qualifications and 20% of BTEC students go on to undergraduate degree courses opening the door to careers such as journalism, marketing, advertising, television, film, radio, interactive design, publishing and digital games.

Many further and higher education providers offer courses to further vocational study in this field, where young people can specialise further according to their interests and career intentions.

## Entry Requirements:

A grade 5 at GCSE English Language or Literature is desirable.

A grade 4 in either is essential.

Students must exhibit a genuine interest in Media – it is crucial to their success on the course. They should also be self-motivated and able to research wider aspects of the Media industry independently.

## Staff Contacts:

Mrs E Chadwick | Mr S Haynes



Web Link Address

<http://www.budehaven.cornwall.sch.uk/subject-areas/english/>



Subject Information Sheet



Advanced Level

# DESIGN & TECHNOLOGY: PRODUCT DESIGN

## Course Aims:

- develop creative and thought-provoking skills to gain theoretical knowledge and practical ability
- gain a real understanding of what it means to be a designer, growing knowledge and skills sought by higher education and employers
- design and make products of the students' choice, furthering the skills learned at GCSE level
- investigate historical, social, cultural, environmental and economic influences on design and technology
- develop knowledge to progress to, and succeed in, a range of creative industries

## Course Content and Assessment:

The course consists of three key elements.

### Paper 1

- Written exam 2 hours in length
- 100 marks in total
- 25% of overall A-level grade
- Paper is based around core technical and designing and making principles

### Paper 2

- Written exam 2 hours in length
- 25% of overall A-level grade
- Paper is based around specialist knowledge and technical designing and making principles
- Two main sections – Section A is Product Analysis, Section B is commercial manufacture

### Non-exam Assessment (NEA)

- Practical application of the skills shown above in the written papers
- Substantial design and make task
- Approximately 45 hours designated time
- 50% of the overall grade
- A3 design portfolio with photographic evidence of the final manufactured prototype

## Learning Methods:

Students will use curriculum time in a flexible manner, developing research skills, creative design techniques and technical knowledge. There will be a range of design and make projects which will incorporate core principles to prepare students for the non-exam assessment and the written exams. A 'hands-on' approach to learning will be adopted where possible, allowing students to learn through application of practical techniques rather than a purely theoretical approach.

## Career Opportunities:

As well as the obvious vocational opportunities in manufacturing and engineering, the Product Design qualification can be used for entry into a wide variety of careers. Students who successfully complete the two year course will be able to show evidence of practical problem solving and an ability to work in a team. They will also have acquired a wide range of communication and presentation skills, as well as a strong technical knowledge.

A wealth of employers and universities will value these, which should place the student in a strong position for higher education opportunities or employment in the vast Product Design industry.

## Entry Requirements:

Normal Sixth Form requirements include a Grade B or above in GCSE Design Technology. In exceptional cases for students who have not taken GCSE DT, yet have a very strong portfolio, we would consider their application at interview.

## Staff Contacts:

Mr P Leach | Mr J Badrick



Web Link Address

<http://www.budehaven.cornwall.sch.uk/subject-areas/design-technology>



Subject Information Sheet



Advanced Level

# ECONOMICS

## Course Aims:

- Develop an interest in, and enthusiasm for, the subject
- Appreciate the contribution of economics to the understanding of the wider economic and social environment
- Develop and understanding of a range of concepts and an ability to use those concepts in a variety of different contexts
- Use an enquiring, critical and thoughtful approach to the study of economics and develop an ability to think as an economist
- Understand that economic behaviour can be studied from a range of perspectives
- Develop analytical and quantitative skills, together with qualities and attitudes that will equip them for the challenges, opportunities and responsibilities of adult and working life

## Course Content and Assessment:

Students study four themes over the two year course which are assessed through three papers all sat at the end of the course.

### Theme 1: Markets, consumers and firms.

This theme explores the ways in which consumers make choices and entrepreneurs create desirable products. This includes looking at business objectives, the role of enterprise and entrepreneurs, how the economic environment can impact on businesses, demand and supply, establishing consumer wants, marketing, financing a business, government intervention, basic business finance.

### Theme 2: The wider economic environment

This theme explores how firms can become more competitive. It introduces them to the wider international and economic environment in which firms operate. It includes; business growth, how small firms compete, the digital economy, price, production, globalisation, developing, emerging and developed economies, international trade and the economic cycle.

### Theme 3: The global economy

This theme explores the international economic environment. It includes: trade and growth, use of trading blocs (in particular the role of the EU), barriers to trade, exchange rates, choosing where to locate, role of multinationals, impact of multinationals, ethics of globalisation, poverty and inequality.

### Theme 4: Making markets work

This theme explores how governments could improve the functioning of markets and the economy. It includes; monopolies and oligopolies, regulation, social costs and benefits, role of the financial sector, role of the Bank of England and the Global Financial Crisis.

### Assessment:

**Paper 1:** 100 marks, 2 hours, 35% of qualification

Questions from theme 1 and 4

**Paper 2:** 100 marks, 2 hours, 35% of qualification

Questions from theme 2 and 3

**Paper 3:** pre-released case study, 100 marks, 2 hours, 30% of qualification

Questions from all themes.

## Learning Methods:

A wide variety of learning styles are used to engage and enthuse students, including the use of interactive case studies, frequent use of current news stories, problem solving, presentations, group work, role play, research, and investigative work with an emphasis on learning and practising the skills relevant to the economics and business world.

## Career Opportunities:

This qualification helps students go on to degrees in economic theory or applied economics such as environmental economics, labour economics or monetary economics. They may also go on to study degrees in Business Economics, mathematical economics or any business related degree such as Business Studies, Marketing, Accounting etc Alternatively a student may wish to go straight into a career. Economics and business is particularly relevant to Economics, Finance, Banking, insurance, Accountancy, management and consultancy or to becoming a professional economist. Although it is a useful and relevant qualification in whatever future career the student chooses.

## Entry Requirements:

It is not necessary to have any previous experience in Business Studies or Economics. The skills required are nevertheless wide ranging, including evaluative and statistical analysis. Normal Sixth Form entry requirements to include a grade 5 or above in both English and Maths at GCSE.

## Staff Contact:

Mrs L Sansom



Web Link Address

<http://www.budehaven.cornwall.sch.uk/subject-areas/business-studies>



Subject Information Sheet



Advanced Level

ENGLISH

LITERATURE

### Course Aims:

To develop a passion for English Literature through reading widely and independently, set texts and others that the students have selected themselves. They will engage critically and creatively with a substantial body of texts and discover different ways of responding to them. Students will evaluate how different literary theories and other readers' interpretations shape their own reading of a text. They will also develop and effectively apply their knowledge of literary analysis through the close critical reading of texts. Furthermore, students will demonstrate an appreciation of how contextual influences shaped the writers' own lives, whilst also evaluating how social and historical contexts are reflected in the texts they are studying.

### A Level Overview :

Examining board: OCR.

Two year linear course of study.  
Students must complete all three components to be awarded the A level in English Literature.

#### Component 1: examination

- Shakespeare
- Drama and poetry pre 1900 (40% of A level)

#### Component 2: examination

- Close reading in chosen topic area
- Comparative and contextual study from chosen topic area (40% of A level)

#### Component 3: coursework

- Close reading or re-creative writing piece with commentary
- Comparative essay (20% of A level)

### Knowledge, Skills & Understanding:

Over the two year course of study, students will:

- Analyse texts in depth; exploring how language, structure, dramatic devices and poetical techniques affect and shape meaning.
- Explore contrasts, connections and comparisons between literary texts.
- Articulate informed, personal and creative responses to the texts, using associated concepts and terminology, and coherent, accurate, written expression.
- Explore how meaning and understanding are shaped by different interpretations over time.
- Identify and consider how attitudes and values are expressed in the texts.
- Consider the significance of contextual and cultural influences on readers and writers
- Explore the ways in which texts relate to one another and to literary traditions, movements and genres.

### Learning Methods:

Close study of texts in and out of class; wider critical reading and study, including research and literary criticism; note making; discussion in class; oral presentations alone and in pairs; use of ICT; theatre visits where possible; written assignments, including coursework.

### Career Opportunities:

English Literature at A Level is an established and highly valued qualification for entry to a wide range of professions, including Law and university courses. It is an essential requirement to read English Literature at Oxford or Cambridge, and certain other universities.

### Entry Requirements:

Five GCSE grades at 5 or above, including Grade 5 or above in English Literature and English. Students will already show explicit engagement in reading coupled with a desire to interpret and write a range of texts. Students will be expected to and be enthused by presenting their ideas in seminar discussions, participate in class discussions, whilst working with discipline and enthusiasm on both group and independent assignments.

### Staff Contacts:

**Miss T Harbut | Ms H Curtis | Mrs L Pride**



Web Link Address

<http://www.budehaven.cornwall.sch.uk/subject-areas/english/>



Subject Information Sheet



Advanced Level

# MODERN LANGUAGES - FRENCH

## Course Aims:

- to broaden the language skills acquired at GCSE, with a greater emphasis placed on grammar and linguistic structures
- to give students the skills to understand, explore and discuss, aspects of culture and society. The emphasis is on real fluency.
- to give the opportunity to analyse information and express opinions

## Course Content and Assessment:

### Social issues and trends in French-speaking society including:

- The changing nature of family (La famille en voie de changement)
- The 'cyber-society' (La « cyber-société »)
- The place of voluntary work (le rôle du bénévolat)
- Positive features of a diverse society (Les aspects positifs d'une société diverse)
- Life for the marginalised (Quelle vie pour les marginalisés?)
- How criminals are treated (Comment on traite les criminels)

### Political and artistic culture in France or a French-speaking country including:

- A culture proud of its heritage (une culture fière de son patrimoine)
- Contemporary francophone music (La musique francophone contemporaine)
- Cinema: the 7th art form (Cinéma : le septième art)
- Teenagers, the right to vote and political commitment (Les ados, le droit de vote et l'engagement politique)
- Demonstrations, strikes – who holds the power? (Manifestations, grèves – à qui le pouvoir ?)
- Politics and immigration (La politique et l'immigration)

### Literary texts and films

- Students must study either one text and one film or two texts

### Individual research project

Students must identify a subject or a key question which is of interest to them and which relates to a country or countries where French is spoken.

### There will be three assessments at the end of the course:

Paper 1: Listening, reading and writing.  
Paper 2: Writing  
Paper 3: Speaking

## Career Opportunities:

Universities increasingly offer courses combining languages and other disciplines, such as Law, Economics and Management etc. A year spent abroad is normally part of the course.

Students who have studied French to A2-level have found that while they have progressed to genuine fluency, they have also been able to study current social and cultural questions such as equal opportunities and diversity. They are able to look at the media, including the Internet, to see how they are changing and how they change our lives. There is the opportunity to examine France and French-speaking countries – not only their wonderful culture, geography and history, but also get a “warts and all” view, for example, looking at race relations.

### There will be opportunities to visit France during the course.

## Entry Requirements:

Normal Sixth Form entry requirements to include:

- Grade 6 or above at GCSE French
- A commitment to learning

## Staff Contacts:

**Mrs Jordan | Ms Wilson | Mrs O'Leary  
Ms Berionni**



Web Link Address

<http://www.budehaven.cornwall.sch.uk/subject-areas/modern-foreign-languages>



Subject Information Sheet



Advanced Level

# GEOGRAPHY

## Course Aims:

The new A Level is designed to challenge students' perceptions of the world today and stimulate investigation and analytical skills through the study of both physical and human geography. Students will explore compelling questions that have an impact on society's past, present and future and be provided with the opportunity to develop critical thinking skills, benefitting any eventual undergraduate or career choices. In addition, all students will be required to undertake four days of fieldwork during the course, either locally or further afield.

## Course Content and Assessment:

The qualification is linear, which means that students will sit all their exams and submit all their non-exam assessment at the end of the 2 year course.

### Component 1: Physical Geography

Written exam: 2 hrs 30 mins  
40% of A Level

### Component 2: Human Geography

Written exam: 2 hrs 30 mins  
40% of A Level

### Component 3: Geographical Investigation

3000-4000 words  
20% of A Level

## Topics of Study to Include:

### Physical Geography:

- Water & carbon cycles
- Coastal systems & landscapes
- Hazards
- Ecosystems under stress
- Cold environments

### Human Geography:

- Global systems & governance
- Changing places
- Contemporary urban environments
- Population
- Resource Security

### Geographical Investigation:

Students will complete an individual investigation based on a question or issue defined and developed by the student relating to any part of the specification content.

## Learning Methods:

This course is designed for students who have an enthusiasm for the subject. It will develop students' descriptive, analytical and interpretative skills as well as incorporating problem solving and discussion exercises.

## Career Opportunities:

A geography qualification could lead to careers in: cartography, telecommunications, surveying/planning, environmental work, oceanography/meteorology, teaching, transport, travel & tourism, landscape architecture, journalism, television, computing and recreational management.

## Entry Requirements:

Normal Sixth Form entry requirements to include:

- Grade 6 or above in GCSE Geography
- Enthusiasm and commitment

## Staff Contacts:

Mrs Harkness | Mr Harkness | Mr Tyrrell | Mr White  
Mrs Leverton



### Web Link Address

<http://www.budehaven.cornwall.sch.uk/subject-areas/geography>



Subject Information Sheet



Advanced Level

# HISTORY

## Course Aims:

Our History A Level gives an opportunity to learn about the world we are living in and how its political, social and economic structures were created. It will enable students to learn about the significance of events, people, issues and societies in the Modern World. They will learn about how and why our society has changed and about the related theories of historians. Students get a chance to understand the language used to discuss ideas, to develop an understanding of how the past has been interpreted and, importantly, to express their own ideas confidently and effectively.

## Course Content and Assessment:

### AQA – A Level History

#### 1C: The Tudors: 1485-1603

This option allows students to study in breadth issues of change, continuity, cause and consequence in this period through the following key questions:

- How effectively did the Tudors restore and develop the powers of the monarchy?
- In what ways and how effectively was England governed during this period?
- How did relations with foreign powers change and how was the succession secured?
- How did English society and economy change and with what effects?
- How far did intellectual and religious ideas change and develop and with what effects?
- How important was the role of key individuals and groups and how were they affected by developments?

#### Assessed

- written exam: 2 hours 30 minutes
- three questions (one compulsory)
- 80 marks
- 40% of A-level

#### 20: Democracy and Nazism: Germany 1918-1945

This option provides for the study in depth of a period of German history during which a newly developed democratic form of government gave way to a dictatorial Nazi regime. It explores political concepts such as 'right' and 'left', nationalism and liberalism as well as ideological concepts such as racialism, anti-Semitism and Social Darwinism.

It also encourages reflection on how governments work and the problems of democratic states as well as consideration of what creates and sustains a dictatorship.

#### Assessed

- written exam: 2 hours 30 minutes
- three questions (one compulsory)
- 80 marks
- 40% of A-level

## Component 3: Historical Investigation

This is a personal study based on a topic of the student's choice. It must not duplicate content of options chosen in Components 1 and 2.

- Assessment a 3000-3500 word essay
- 40 marks
- 20% of A level
- Marked by teacher and moderated by AQA.

## Learning Methods:

The course is designed to stimulate interest and help to contribute to the development of a thinking, responsible individual. Learning methods are varied and challenging with a premium placed on the development of analytical skills and effective written communication skills. There is a good deal of debate involved and the course needs informed discussion which requires **considerable reading and personal research.**

## Career Opportunities:

History trains people to enter all walks of life. It is perhaps easier to suggest that all career paths are open, but particularly those requiring some understanding of people, for instance: Law, Journalism, Politics, Personnel Management, Social Work, Education and Training.

## Entry Requirements:

Normal Sixth Form requirements. In addition grade 6 or above at GCSE History and a grade 5 in English Language/ English Literature.

## Staff Contacts:

**Mrs Chappell | Mr Barnes**



Web Link Address

<http://www.budehaven.cornwall.sch.uk/subject-areas/history>



Subject Information Sheet



# Cambridge Technical Introductory Diploma

## ICT

### Course Aims:

- The Cambridge Technicals in IT have been developed to meet the changing needs of the sector, and prepare students for the challenges they'll face in Higher Education or employment. Designed in collaboration with experts spanning the breadth of the sector, the Cambridge Technicals in IT focuses on the skills, knowledge and understanding that today's universities and employers demand. Students will practically apply their skills and knowledge in preparation for further study or the workplace.
- These qualifications aim to develop Students' knowledge and understanding of the principles of IT and Global Information Systems. Students will gain an insight into the IT sector as they investigate the pace of technological change, IT infrastructure, and the flow of information on a global scale and the importance of legal and security considerations.
- Students will also develop professional, personal and social skills through interaction with peers, stakeholders and clients, as well as theoretical knowledge and understanding to underpin these skills. These support the transferable skills required by universities and employers such as communication, problem solving, time management, research and analytical skills.

### Course Content and Assessment:

- **Unit 1 - Fundamentals of ICT (Exam)** - A sound understanding of IT technologies and practices is essential for IT professionals. Information learnt in this unit will provide a solid foundation in the fundamentals of hardware, networks, software, the ethical use of computers and how business uses IT.
- **Unit 2 - Global communications (Exam)** - This unit will provide you with a greater understanding of how organisations use information sources both internally and externally and the types of information you will encounter. The skills gained by completing this unit will give you knowledge of the functionality of information and how data is stored and processed by organisations. You will also learn about how individuals use information of various types.
- **Unit 5 Virtual and augmented reality (course work)** - You will learn about both technologies and how they are used. You will research both technologies and design both a virtual and an augmented reality resource. Finally, you will use your research and skills learnt whilst designing and creating resources to suggest future applications for virtual and augmented reality.
- **Unit 12 Mobile technology (course work)** - You may come to this unit as a proficient user of a mobile phone but you may be less familiar with other mobile technologies and their operating systems. The aim of this unit is to broaden your knowledge and understanding of the wider potential of mobile technologies and its consequences to people and businesses. This unit is as much about new technologies as it is about promoting critical analysis of existing situations and proposing better solutions.
- **Unit 9 Product development (course work)** - The purpose of this unit is to prepare you to undertake product development activities. You will learn about different product design methodologies and the role of the product development life cycle. In addition, you will discover the factors that influence product developments.

### Learning Methods:

Students are encouraged to investigate and research much of the course material themselves, both on an individual basis and as part of a group. The course is a mixture of formal lessons and practical work.

### Career opportunities:

The qualification helps students to progress on to higher qualifications such as HND and degree courses, or even straight into work. The course allows students to apply ICT to a variety of challenges which makes it a highly desirable and sought after skill thus opening many avenues of employment.

### Entry Requirements:

Normal Sixth Form requirements. Students should also be well motivated and have a good knowledge and understanding of ICT.

### Staff Contacts:

**Mrs Hutchins | Mr Ball**



### Web Link Address

<http://www.budehaven.cornwall.sch.uk/subject-areas/ict/>



Subject Information Sheet



Scan Me

Advanced Level

MATHEMATICS &

FURTHER MATHEMATICS

### Course Aims:

Mathematics at AS and Advanced GCE is a course worth studying not only as a supporting subject for the physical and social sciences, but in its own right. It is challenging but interesting. It builds on work students will have met at GCSE, but also involves new ideas that some of the greatest minds of the millennium have produced. It serves as a very useful support for many other qualifications as well as being a sought after qualification for the workplace and courses in higher education.

### Course Content & Teaching Methods:

While studying Mathematics students will be expected to:

- use mathematical skills and knowledge to solve problems
- solve quite complicated problems by using mathematical arguments and logic
- understand and demonstrate what is meant by 'proof' in Mathematics
- simplify real-life situations using Mathematics to show what is happening and what might happen in different circumstances
- use the Mathematics learnt to solve problems given in a real-life context
- use calculator technology and other resources (such as formulae booklets or statistical tables) effectively and appropriately; understand calculator limitations and when it is inappropriate to use such technology

### Assessment:

- for A-level Mathematics, three papers containing: Pure Mathematics, Pure and Mechanics, Pure and Statistics
- for Further Mathematics, Three papers containing: Further Pure Mathematics, Further Pure Mathematics and Statistics and Decision Mathematics.

Both Mathematics and Further Mathematics can lead to AS qualifications if they are only studied in Year 12.

- For Mathematics two papers containing: Pure and Mechanics, Pure and Statistics
- For Further Mathematics, two papers containing: Further Pure Mathematics, Mechanics and Decision Mathematics

### Career Opportunities:

A Sunday Times survey suggested that people with A-level Mathematics earn an average 10% more than those without A-level Mathematics! Advanced GCE Mathematics is a much sought-after qualification for entry to a wide variety of full-time courses in higher education. There are also many areas of employment that see a Mathematics Advanced GCE as an important qualification and it is often a requirement for the vocational qualifications related to these areas. Higher Education courses or careers that either require Advanced GCE Mathematics or are strongly related include:

- economics
- medicine
- accountancy
- environmental Studies
- architecture
- teaching
- ICT and Computing
- engineering
- psychology

If students wanted to continue their study of Mathematics after Advanced GCE students could follow a course in Mathematics at degree level or even continue further as a postgraduate and get involved in mathematical research.

### Entry Requirements:

Normal Sixth Form requirements and a Grade 6 or above in GCSE Mathematics for A level Mathematics. Further Maths will require a Grade 7 in GCSE Mathematics. Students not achieving this grade will need to discuss their entry onto the course with Mr Blackburn.

### Staff Contacts:

Mr G Blackburn | Mr J Grill | Mr B Griffiths



Web Link Address

<http://www.budehaven.cornwall.sch.uk/subject-areas/maths/>



Subject Information Sheet



# Level 3 Mathematical Studies (One Year Course)

## CORE

# MATHEMATICS

Core Maths aims to support students studying Biology, Chemistry, Physics, Geography and other facilitating subjects by delivering the Mathematical content required to be successful in these courses. It also provides support for those not wishing to take Mathematics A-Level but intending to undertake a degree in the Social Sciences or facilitating subjects.

The course has been designed to maintain and develop real-life mathematical skills. What students study is not purely theoretical or abstract; it can be applied on a day-to-day basis, whether in work, study or life.

Core Maths will include a financial mathematics element and can help with other A level subjects, in particular with science, geography, business studies, economics and psychology.

Mathematical skills are becoming increasingly important in the workplace and in higher education - studying Core Maths will help students to keep up these essential skills.

### Course Content:

Core Maths builds on GCSE mathematics, with a sharper focus on problem-solving skills used in other subjects. Students will consider and tackle mathematics in meaningful contexts, including through financial applications and statistical ideas that can support work in other subjects.

#### Modules include:

- Representing Data.
- Numerical calculations.
- Cost of credit
- Taxation.
- Financial Problems.
- Sampling and the Normal Distribution.

### Why Core Maths?

According to the Higher Education STEM project, many students arrive at university with unrealistic expectations of the mathematical and statistical demands of their subjects, leading to a lack of confidence and anxiety by the students.

Designed to maintain and develop real-life mathematics skills, what students study can be applied on a day-to-day basis whether in further study or employment. Most courses will include a statistical mathematics element and can help with other A level subjects, including science, geography, business studies, economics and psychology.

The skills developed in the study of mathematics are increasingly important in the workplace and in higher education. Most students who study mathematics after GCSE improve their career choices and increase their earning potential.

### Assessment:

Students sit two papers. Paper 1 is compulsory for all students. Students then sit one of three paper 2's: 2A – Statistical Techniques, 2B – Critical Path and Risk Analysis or 2C – Graphical Techniques. The 2nd paper is selected by the class teacher as the beginning of the course.

### Entry Requirements:

The Core Maths qualification is for students who have passed GCSE Mathematics at grade 4 or above but have decided not to study A Level mathematics. The qualification strengthens students' existing skills and focuses on applying mathematics to solve problems relevant to everyday life.

The qualification is equivalent to an AS Level in terms of UCAS points.

### Staff Contacts:

Mr G Blackburn | Mr J Grill | Mr B Griffiths

#### IMPORTANT:

**CORE MATHEMATICS MUST BE TAKEN AS 4TH SUBJECT AS IT IS ONLY A ONE YEAR COURSE.**



Web Link Address

<http://www.budehaven.cornwall.sch.uk/subject-areas/maths/>



Subject Information Sheet



Advanced Level

# MUSIC

## Course Aims:

- AS/A2 Music enables students to extend their knowledge and understanding of music, to create and develop their own musical ideas and to demonstrate technical, interpretative and communication skills through performing music
- The course helps students to develop aural, theoretical and appraisal skills and enables them to explore significant set works selected to suit their preferences. They will study compositional techniques, to create music which draws on their own experience and enthusiasm or to arrange a given piece of music. In their performances, students can present solo and/or ensemble pieces and can work with music technology.

## Course Content and Assessment:

- A Level Music is split into three components: Performing, Composing and Listening & Appraising. It is essential that students can already play a musical instrument and have a keen interest in creating and listening to different styles of music to appreciate how they are written and performed.
- During both years of the course, students must put together a recital program which can be solo or ensemble based or a combination of both. The performing component is externally assessed but performance and recorded in school. Students are free to choose their own performance material and genres.
- The Composing component is externally assessed and students must produce two compositions over the 2 years, a free composition and one set to a brief.

## Listening and Appraising:

The areas of study provide an appropriate focus for you to appraise, develop and demonstrate an in-depth knowledge and understanding of musical elements, musical contexts and musical language:

- **Area of Study 1: Western classical tradition 1650–1910 (compulsory).** Baroque: the solo concerto  
Classical: the operas of Mozart Romantic: the piano music of Chopin, Brahms and Grieg
- **Area of Study 2: Pop music.** Stevie Wonder, Joni Mitchell, Muse, Beyoncé, Daft Punk, Labrinth.
- **Area of Study 3: Music for Media.** Bernard Herrmann, Hans Zimmer, Michael Giacchino, Thomas Newman, Nobuo Uematsu

## Performing 35% :

You must be able to perform music using one or both of the following ways:

- Instrumental/vocal: as a soloist, and/or as part of an ensemble
- Production: via music technology.  
You must perform a repertoire that lasts for a minimum of ten minutes.

## Composing 25%

You will compose two pieces

- One must be in response to an externally set brief (Composition 1)
- Production: via music technology.  
You must perform a repertoire that lasts for a minimum of ten minutes.

## Career Opportunities:

- Arts Management
- Arts Promotion
- Composer/Arranger
- Music Editing and Publishing
- Conductor
- Music Journalism
- Music Therapy
- Music Directorship
- Performer (including session work, Radio and TV)
- Sound Production and Engineering
- Teaching

(Continued overleaf)



Advanced Level

**MUSIC**

Continued...



Subject Information Sheet



## What we expect from Students:

- Minimum Grade 6 in GCSE Music and/or an equivalent of Grade 4 on an instrument.
- A working knowledge of music theory to at least Grade 4 standard is preferred.
- Regular practice on your chosen instrument resulting in ...notable improvement in performance skills
- Participation in more than one musical activity in school.
- Critical listening to and familiarity with your instrument ...both in performance and composition
- To be taking music lessons on your first instrument
- A willingness to listen to a variety of genres and style
- Notation skills and score reading

## Entry Requirements:

- Minimum Grade 6 in GCSE Music and/or an equivalent of Grade 4 on an instrument.
- A working knowledge of music theory to at least Grade 4 standard is preferred.

## Staff Contacts:

**Mrs B Wade | Mr J Gibbons**



Web Link Address

<http://www.budehaven.cornwall.sch.uk/subject-areas/music>



Subject Information Sheet



Advanced Level

# PHOTOGRAPHY

## Course Aims:

This is very much an art based photographic course, with the emphasis on experimentation and creativity. As well as digital imagery, students will be introduced to a variety of darkroom skills, using pinhole cameras, large format cameras, photograms and the like; capturing light in a more exciting and creative way. Even after they have created images, these can be edited and added to, both digitally and physically – layering, scratching and drawing into them to make truly unique pieces. Students will be introduced to the work of a variety of practitioners, and they will be expected to fully immerse themselves in the world of the Visual Arts. This level of research will continually inform the work they then produce, until they start to develop their own strands of originality and creativeness.

## Course Content and Assessment:

There is a choice of seven specialisms (endorsed titles) to choose from. Each is made up of two components:

- A Personal Investigation (50%) and an Externally set task (50%).

Almost all of our students choose the Fine Art endorsement which is very broad based.

- The two year AQA A Level in Photography is fully co-teachable.

## Areas of Study

The themes and concepts change from year to year, but they may well be inspired by one or more of the following areas:

Portraiture, The Human Form, Landscape/Seascape/ Cityscape, Still Life, Natural World, Photojournalism, Fashion, Experimentation/Pattern-making, Video/Film/Animation, Multimedia and Installation/Projection

## Learning Methods:

Photography is taught with an over-riding practical element, complemented by technical information, playful experimentation and all important research into the work of other practitioners. As well as work done in school, there is a high expectation that students will be constantly aware of visual opportunities, taking pictures at all times, both for set homework and self-initiated.

Producing the amount of work required for success is demanding on both time and energy, in the same way as any coursework based subject is, and as such, Photography should not be seen as an easy option.

## Career Opportunities:

Photography is important because all sectors of the job market require creative people who can make historical connections, overcome problems and develop ideas based on a deeper understanding of the subject area. This course will give you many transferable skills you can use in the future; not just photographic skills, but the ability to present work coherently, analyse and critically write about their own work and the work of others and cleverly manage their time while under pressure.

Think of the opportunities that will open up, especially in the UK, which is globally recognised as a centre of excellence for the creative industries – Fine Arts, Graphics, Fashion, Design, Pure Photography, Media, Journalism, Documentary, Film – the list is endless.

## Entry Requirements:

Normal Sixth Form Requirements, usually a 6 or above in an Art or Design based subject.

In exceptional cases for students who have not taken GCSE art yet have a very strong portfolio, we would consider their application at interview.

## Staff Contacts:

Miss Potier | Mrs Miller | Mrs Szaniszlo



Web Link Address

<http://www.budehaven.cornwall.sch.uk/subject-areas/art>



Advanced Level

# PHYSICS



Subject Information Sheet



Scan Me

## Course Aims:

**Physics is the study of everything and how it works!**

There is no part of society that has not been affected by Physics. This course aims to introduce how physicists explain everything from quarks that make up the parts of the atom to the outer workings of the universe and everything in between.

**Be a part of it!**

Students look at theoretical analysis and practical results gathering to explain phenomenon in everyday life. All students can benefit from a logical approach to solving problems so this course is for those passionate about science and engineering to students who want to work, for example in the banking sector.

## Course Content and Assessment:

The newly accredited OCR Physics course provides a sound basis for learning at A Level and for higher education. The assessment programme is as follows.

The course is split up into 6 modules which are examined externally, across 3 papers, at the end of Y13.

All three examined components contain some synoptic assessment, some extended response questions and some stretch and challenge questions. Stretch and challenge questions are designed to allow the most able learners the opportunity to demonstrate the full extent of their knowledge and skills. These will support the awarding of A\* grade at A level, addressing the need for greater differentiation between the most able learners.

### Module 1 – Development of practical skills in physics

- 1.1 Practical skills assessed in a written examination
- 1.2 Practical skills assessed in the practical endorsement

### Module 2 – Foundations of physics

- 2.1 Physical quantities and units
- 2.2 Making measurements and analysing data
- 2.3 Nature of quantities

### Module 3 – Forces and motion

- 3.1 Motion
- 3.2 Forces in action
- 3.3 Work, energy and power
- 3.4 Materials
- 3.5 Newton's laws of motion and momentum

### Module 4 – Electrons, waves and photons

- 4.1 Charge and current
- 4.2 Energy, power and resistance
- 4.3 Electrical circuits
- 4.4 Waves
- 4.5 Quantum physics

### Module 5 – Newtonian world and astrophysics

- 5.1 Thermal physics
- 5.2 Circular motion
- 5.3 Oscillations
- 5.4 Gravitational fields
- 5.5 Astrophysics and cosmology

### Module 6 – Particles and medical physics

- 6.1 Capacitors
- 6.2 Electric fields
- 6.3 Electromagnetism
- 6.4 Nuclear and particle physics
- 6.5 Medical imaging

#### Modelling physics (Examined Component 01)

This component is worth 100 marks and is split into two sections and assesses content from teaching modules 1, 2, 3 and 5. Learners answer all questions.

Section A contains multiple choice questions.

This section of the paper is worth 15 marks.

Section B includes short answer question styles (structured questions, problem solving, calculations, practical) and extended response questions.

This section of the paper is worth 85 marks.

#### Exploring physics Examined Component 02

This component is worth 100 marks and is split into two sections and assesses content from teaching modules 1, 2, 4 and 6. Learners answer all questions.

Section A contains multiple choice questions.

This section of the paper is worth 15 marks.

Section B includes short answer question styles (structured questions, problem solving, calculations, practical) and extended response questions.

This section of the paper is worth 85 marks.

#### Unified physics Examined Component 03

This component assesses content from across all teaching modules 1 to 6. Learners answer all questions. This component is worth 70 marks. Question styles include short answer (structured questions, problem solving, calculations, practical) and extended response questions.

There is also an endorsement of practical skills (Practical Component 04). Performance in this component is reported separately to the performance in the A level which is not examined externally. This component rewards the development of practical competency for physics and is teacher assessed. Learners complete a minimum of 12 assessed practical activities covering the technical skills (together with the use of apparatus and practical techniques) specified in Section 5h of the specification. Learners may work in groups but must be able to demonstrate and record independent evidence of their competency. Full details are still to be confirmed with Ofqual.

(Continued Overleaf)



Advanced Level

# PHYSICS (Continued)

Subject Information Sheet



Scan Me

## Learning Methods:

This will include group work, short tests, practical work as well as the more traditional lecture and tutorial methods.

## Career Opportunities:

Engineering and Science based occupations look to see A Level Physics in an applicant's portfolio, however the study of A-level Physics need no longer be seen as the passport to science and technologically related studies and jobs, but as a proof of general academic prowess.

Using data, analysing trends, working with physical quantities and evidence are all shown by having Physics A Level.

## Entry Requirements:

Normal Sixth Form Entry requirements to include:

- Combined Science GCSE grade 6 6 or Physics grade 6 and Chemistry grade 6.
- Maths and English grade 6.

## Staff Contacts:

Mr J Turner | Mr S Bardsley



Web Link Address

<http://www.budehaven.cornwall.sch.uk/subject-areas/science/>



Advanced Level

# PSYCHOLOGY

Subject Information Sheet



Scan Me

## Course Aims:

With no prior knowledge of psychology required, students are introduced to the main area and principles of the subject, so that they come to evaluate critically how psychologists have conducted research, formulated theories and applied them to real world settings.

## Course Content and Assessment:

Psychology is the scientific study of the mind and behaviour. The course, new in line with the national changes to Advanced level qualifications, will be taught at the advanced level only, meaning that students will study for 2 years before taking their 3 written examinations in the June series of examinations in the second year of study.

The course specification that they will follow is AQA Psychology (7182). The course offers an excellent range of topics which will be studied over the two years.

In year 12 students will cover:

- Social influence – Understanding why some people will obey even when they know it's wrong and why others will rebel even when it costs them to do so.
- Memory – How does our memory work? Why do we make mistakes in our recall? What can we do to improve our memory?
- Attachment – Why is it important to form an attachment early on in life? What happens when we don't?
- Psychopathology – Why do people suffer from mental illness? What can be done to help people to live "normal" lives?
- Approaches in Psychology – Why do psychologists view things so differently? Why is Freud's work so important yet no longer used in main stream psychology?
- Research methods - How do we conduct research in psychology? How can we be certain our results show what we claim?

In year 13 students will cover:

- Biopsychology - The ways in which our body's systems effect our state of mind and how we can use this to our advantage.
- Issues and debates in psychology - Do we really have control over how we act is it set by our genetics? Can we look at just one part of the human mind and do we need to look at it all at once?
- Aggression – why do people become aggressive? What can be done to remove aggression from a situation?
- Forensic psychology – Why do criminals become criminals? What can we do to reform offenders?
- Addiction - why do people become addicted to behaviours and substances? Why can a gambler not see that their actions are irrational?

## Learning Methods:

A range of Teaching methods, materials and activities are used to make the subject interesting, engaging and stimulating. With a focus upon developing examination skills throughout the course enabling the students to succeed in their final exams. There will also be discussions, relevant videos clips, in and out of class research studies, presentations and private study. Students will be given the opportunity of frequent support and formative assessment throughout the course, combined with self and peer assessment in order to enable the students to know exactly how to meet and exceed their targets

## Career Opportunities:

There is a wide range of careers for psychologists, from educational to clinical to research based. In addition to this the course is also relevant to any career where people are involved, areas such as medicine, marketing, teaching or human resources. The course provides an insight in to how people think and behave, which is relevant in all work places.

## Entry Requirements:

Psychology is not always taught at GCSE so there is no requirement to have studied it previously. However in light of the level of written skills required for the examinations a Grade 5 for English is required. In addition to this a grade 5 level Maths qualification is now required due to the increase in mathematical content in the new specification. Due to the Science based nature of the course a Grade 5 in GCSE Science is also required for entry.

## Staff Contact:

Mr R Kavanagh



BTEC Level 3 National Extended Certificate

# APPLIED PSYCHOLOGY

Subject Information Sheet



Scan Me

## Course Aims:

With no prior knowledge of psychology required, students are introduced to the main area and principles of the subject, so that they come to evaluate critically how psychologists have conducted research, formulated theories and applied them to real world settings.

## Course Content and Assessment:

The Psychology BTEC course is a new course that has been introduced in to support the learner who prefers to complete course work more than exams. Its content overlaps significantly with the Psychology A level and gives the learner the opportunity to enjoy the fascinating world of human behaviour. Student will be taught four units of which three are mandatory and two are external. Mandatory content (83%). External assessment (58%).

### 1 Psychological Approaches and Applications

(core, external assessment by exam) – The study of the different approaches and points of view that have come to be the bases of so many of our psychological theories.

**2 Conducting Psychological Research** (core, internally assessed by course work) - A unit in which students study and then conduct research in the same fashion as psychological researchers.

**3 Health Psychology** (core, external assessment by exam) – The study of a wide range of areas related to mental well being and the issues that are so much a part of modern life.

**4 One of the following options**, which will be selected based upon strengths and interests of the cohort;

**a) Criminal and Forensic Psychology** - a unit looking at the study of criminal motivations and mind set as well as how we can best deal with offenders in our society

**b) Promoting Children's Psychological Development** – a unit of work focused upon developmental psychology which looks at how people grow and develop throughout their who life.

**c) Introduction to Psychopathology** – a unit looking at the psychological problems that people face such as Depression and OCD.

**d) Applied Sport Psychology** – a unit focused on developing a further understanding of the ways in which sports people can be supported in developing further through the use of psychology in sport. (optional, internally assessed by course work)

## Learning Methods:

There will be a mix of taught lessons with the use of activities designed to deepen student understanding and examination skills. There will also be group work in which students will need to work collaboratively to conduct research. Students will also be required to write course work using Google docs and as such will have independent work to do in addition to the taught lessons.

## Career Opportunities:

There is a wide range of careers for psychologists, from educational to clinical to research based. In addition to this the course is also relevant to any career where people are involved, areas such as medicine, marketing, teaching or human resources. The course provides an insight in to how people think and behave, which is relevant in all work places.

## Entry Requirements:

Normal Sixth Form Entry requirements to include:

- Science and Maths of Grade 4 or higher.
- English Grade 5 due to course work element of assessment

## Staff Contact:

Mr R Kavanagh



Subject Information Sheet



Advanced Level

# PHILOSOPHY AND ETHICS

## Course Aims:

- Ethics is about moral choices, the values that lie behind them, the reasons people give for them and the language they use to describe them. The aim of the course is to develop a questioning attitude, and to raise awareness of the role of ethics in modern society. The applied ethics component will complement other subjects studied at A level, both in arts and sciences.
- Philosophy of Religion considers issues surrounding the existence of God, and the way in which people seek to argue how we may begin to talk about God. As with the ethics course, the aim is to develop an enquiring mind, open to debate on a range of related topics.
- Development in Religious Thought provides an opportunity for the systematic study of one religion (Buddhism)

## Course Content and Assessment:

### Ethics:

A study of ethical language: the different meanings which scholars have given to terms such as "good", "bad", "right" and "wrong"... What is conscience? ... Are we really free? Students will study in detail: Moral Relativism, Natural Law, Categorical Imperativism and Utilitarianism. Applied ethics includes topics on euthanasia, business and sexual ethics.

### Philosophy of Religion:

Philosophy of Religion focuses on two areas; the traditional arguments for the existence of God, and challenge to religious belief (examining the issue of evil, faith, the function of religious belief within society, the challenge facing religion today and religion and science).

### Development in Religious Thought:

Buddhism.  
Religious beliefs, values, and teachings, interconnections historically and in contemporary society, sources of wisdom and authority, identity; practice and social/historical developments.

### Assessment:

For A level, Examination of each of the three components above will be 2 hours each, with each paper carrying a weighting of 33.3%. There is no coursework.

## Learning Methods:

Mostly through discussion (students will be expected to prepare for this in advance). They will need to be up to date with current affairs and issues raised by the media. Students will find that they can also draw on ideas from literature as well as topics covered in science, psychology, history or business. It is important that they enjoy reading and are prepared to use private study for independent research. Students will benefit from the emphasis placed on developing essay style and technique.

## Career Opportunities:

This course will be useful for anyone wanting to pursue a career in law, medicine, journalism, management, research, nursing, teaching, social services, amongst many others.

## Entry Requirements:

Normal Sixth Form requirements including GCSE grade 5 or above in English Language and grade 5 in Religious Education if studied.

## Staff Contact:

Mr A O'Dwyer



Web Link Address

<http://www.budehaven.cornwall.sch.uk/subject-areas/science/>



Advanced Level

# SOCIOLOGY

Subject Information Sheet



Scan Me

## Course Content:

1. Sociological Methods: how do sociologists find out about the social world?  
Education: why do different groups have such different experiences of education?
2. Crime & Deviance: why do people commit crime?  
Why are some people labelled as deviant?  
Sociological Theory: how do sociologists see the social world and how does this affect their research?
3. Family: what influence does the family have on our lives??
4. Beliefs in Society: are we controlled by beliefs, ideologies and religion?  
Assessment:

Each unit is assessed by a written examination – There is no coursework.

Students will sit three examination papers at the end of the two year course.

## Learning Methods:

Students will learn via a range of teaching methods.

These include class discussion, seminar work, presentations, sociological research, ICT, analysing film evidence, personal research, reading, note taking and essay writing.

## Course Aims:

Sociology is the study of social life, social change, and the social causes and consequences of human behaviour. It involves the study of diverse topics from criminal subcultures to religious cults; from the divisions of race, gender and social class to the shared beliefs of a common culture; and from the sociology of the family to the study of education. The need to understand the society in which we live is a pressing one. We all have a personal stake in this as we try to make sense of our own lives, as well as the wider responsibility to contribute to public debates about the way our society is organised and how it relates to other societies. Sociology helps us to do this.

## Career Opportunities:

The course prepares students for higher education and is a useful subject for those intending to follow careers which involve direct interaction with society, such as journalism, public relations, teaching, medical profession, social services, police force, law and personnel management.

## Entry Requirements:

Students must meet the normal Sixth Form requirements and have at least a grade 5 in GCSE English Language (due to the fact that extended writing is the main form of assessment). Prior knowledge of Sociology is not a necessity – it is more important to have a keen interest in the social world and current affairs and a willingness to challenge accepted ideas about society.

## Staff Contact:

**Ms Reynolds | Ms Curtis**



Subject Information Sheet



Advanced Level

# MODERN LANGUAGES - SPANISH

## Course Aims:

- to broaden the language skills acquired at GCSE, with a greater emphasis placed on grammar and linguistic structures
- to give students the skills to understand, explore and discuss, aspects of culture and society - the emphasis is on real fluency.
- to give the opportunity to analyse information and express opinions

## Course Content and Assessment:

### Social issues and trends in Hispanic society including:

- Modern and traditional values (Los valores tradicionales y modernos)
- Cyberspace (El ciberespacio)
- Equal rights (La igualdad de los sexos)
- Immigration (La Inmigración)
- Racism (El Racismo)
- Integration (La Convivencia)

### Political and artistic culture in the Hispanic world including:

- Modern day idols (La influencia de los ídolos)
- Spanish regional identity (La identidad regional en España)
- Cultural heritage or cultural landscape (El patrimonio cultural)
- Today's youth, tomorrow's citizens (Jóvenes de hoy, ciudadanos de mañana)
- Monarchies, republics and dictatorships (Monarquías, repúblicas y dictaduras)
- Popular movements (Movimientos populares)

### Literary texts and films

- Students must study either one text and one film or two texts

### Individual research project

- Students must identify a subject or a key question which is of interest to them and which relates to a country or countries where Spanish is spoken.

### There will be three assessments at the end of the course:

Paper 1: Listening, reading and writing.  
Paper 2: Writing  
Paper 3: Speaking

## Further Opportunities:

### Why choose Spanish at AS or A2-level?

- Spanish is becoming of greater importance in Europe, where it is often the foreign language of choice after English.
- Spanish is a popular second or third language: with some 400 million speakers, it is the third most commonly spoken language in the world.
- Lots of universities offer language study within some of the more traditional courses like Law, Business and Journalism and involve a year's work experience abroad.
- Universities like to see a breadth of study across AS/A2 choices.
- To develop valuable communication skills – always an asset in the modern world!
- To enjoy learning!

### There will be opportunities to visit Spain during the course.

## Entry Requirements:

Normal Sixth Form entry requirements to include:

- Grade 6 or above at GCSE Spanish
- A commitment to learning
- Their best efforts

## Staff Contacts:

Mrs Jordan | Ms Wilson | Mrs O'Leary  
Ms Berionni



### Web Link Address

<http://www.budehaven.cornwall.sch.uk/subject-areas/modern-foreign-languages>



Subject Information Sheet



BTEC Extended certificate in

# SPORT & EXERCISE SCIENCE

## What is a BTEC National Diploma?

- Young people taking their first steps towards a new career need the right blend of technical and academic skills in order to become the highly skilled, work-ready individual's employers and universities look for.
- A broad basis of study for the sport sector. This qualification supports progression to: Higher education, employment or an apprenticeship. Learners may go on to becoming physiotherapists, sport therapists, sports coach, PE teacher, sports analyst, sports psychologist etc.
- Practical & classroom based 2 year course. Students are assessed through two external exams and 2 internal assignment based units.
- Recognised by Russel Group Universities.
- This course can be taken alongside other A Levels
- Can be taken alongside the Level 3 Sports Leadership Qualification

## Course Content and Assessment:

The course is made up of 4 units in total – 3 mandatory and 1 optional.

All students will study the following:

### External Exam

Functional Anatomy: 1.5 hour exam - Learners explore how the anatomy of the cardiovascular, respiratory, skeletal and muscular systems function to produce movements in sport and exercise.

Applied Sport and Exercise Psychology: 3 hour exam - This unit covers the major psychological factors that can affect performers in sport and exercise environments, and the interventions that can promote an appropriate mindset.

### Internally set assignments

Coaching for Performance and Fitness: Learners will develop the knowledge and ability to plan, deliver and evaluate coaching sessions that promote athletes' technical, tactical and fitness performance.

### Most likely optional unit (subject to change)

Biomechanics in Sport and Exercise Science This unit examines human movement, the movement of sporting objects, forces that the human body produces and forces that act on it in sport and exercise environments.

## Entry Requirements:

Normal Sixth Form entry requirements to include: At least 5 GCSE grades 9-4 to include English or Maths at grade 4. If GCSE PE has been taken, at least a grade 6 is required.

## Staff Contact:

**Mrs Hilton**



Web Link Address

<http://www.budehaven.cornwall.sch.uk/subject-areas/pe/>



Subject Information Sheet



Pearson BTEC Level 3 National

**EXTENDED DIPLOMA**

**IN SPORT**

### What is a BTEC National Diploma?

- Young people taking their first step into a new career need the right blend of technical and academic skills to support them. And we know that employers and Higher Education are looking for highly skilled, job-ready individuals with a strong work ethic.
- Practical and classroom based, work related 2 year course. Students learn by completing projects and assignments as well as externally assessed exams.
- It is equivalent to 3 A levels which means that at the end of the course, students can choose employment or higher education to study a sport related degree.
- This course cannot be taken with any other A Levels

### Course Content and Assessment:

The course is made up of 14 units in total – 10 mandatory and 4 optional units.

All students will study the following:

#### External Exam (1 Unit)

1.5 hour exam on Anatomy & Physiology

#### Externally set Tasks, marked by Pearson (3 units)

- Fitness Training and Programming for Health, Sport and Well-being
- Development and Provision of Sport and Physical Activity
- Business for Sport

#### Internally set Assignments (10 units)

- An assignment brief that will carry out set tasks and create evidence around work-related scenarios.
- Assignments can include research, projects, investigations, fieldwork and experiments and often link theory with practical exercises
- Professional Development in the Sports Industry
- Skill Acquisition in Sport
- Sports Leadership
- Practical Sports performance (including assessment in an individual & team sport)
- Coaching for performance
- Research Methods in Sport

### Most likely Optional Units

- Application of Fitness Testing
- Sport Event Organisation
- Work Experience in Active Leisure
- Rules, Regulations and Officiating in Sport

### Work Placement:

During the Year 12 Summer Term, students will organise and carry out a two week work experience placement.

### Entry Requirements:

Normal Sixth Form entry requirements to include: At least 5 GCSE grades 9 - 4 to include English or Maths at Grade 4 or above.

### Staff Contact:

**Mrs Hilton**



Web Link Address

<http://www.budehaven.cornwall.sch.uk/subject-areas/pe/>



Subject Information Sheet

QCF Level 3

**SPORTS**

**LEADERSHIP**



The Level 3 Qualification in Sports Leadership is a nationally recognised qualification that enables successful learners to independently lead purposeful and enjoyable sport/physical activity. Students will develop their Leadership skills and their application to sport/physical activities to a range of participants with differing needs.

Successful candidates can then lead with indirect supervision once aged 18.

### Course Content and Assessment:

Evidence of this work that is used for assessment will be recorded in their "learner evidence record booklet."

Assessment can take the form of written, verbal or through observation

1. Developing leadership skills
2. Plan, lead and evaluate a sports/physical activity event
3. Lead safe sport/physical activity sessions
4. Plan, lead and evaluate sport/physical activity sessions for children
5. Plan, lead and evaluate sport/physical activity sessions in the community
6. Plan, lead and evaluate sport/physical activity sessions for disabled people

**The HSL is a 126 hour course, requiring a minimum of 60 guided learning hours and 66 directed study hours (including 30 volunteering hours). It will give you 13 UCAS points.**

### Staff Contact:

**Mrs K Hilton**



Web Link Address

<http://www.budehaven.cornwall.sch.uk/subject-areas/pe/>