Budehaven Sixth Form

Scan Me

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%).

OCR A level Art and Design qualification : Fine Art H601

A Level Overview:

Component 01: Personal Investigation.

Learners should produce two elements:

(i) 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

(ii) 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 | Mrs Tomlin

Web Link Address
www.budehaven.cornwall.sch.uk/subject-areas/art

Budehaven Sixth Form

Scan Me

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

(Continued Overleaf)

Budehaven Sixth Form

Advanced Level

BIOLOGY (Continued)

Scan Me

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.

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.
Students have the opportunity to conduct fieldwork to further their understanding of sampling, conservation and management of ecosystems for Modules 4 and 6.
The Biology A Level course is extremely well resourced. Top quality lesson materials are supported by online platforms that will assist consolidation, independent learning and depth of knowledge.
Lunchtime and after school consolidation sessions are offered to all students to assist those who may require additional support.

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 grade 6-6 or separate science Biology grade 6, Chemistry grade 5, Maths and English grade 5.
Students not achieving the above grades will be considered for the course on a case by case basis.

Staff Contacts:

Mr C Ryan (Head of Biology) | Mrs J Davage | Mr M Greig

Web Link Address
www.budehaven.cornwall.sch.uk/subject-areas/science

Budehaven Sixth Form

Scan Me

Advanced Level CHEMISTRY

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)

Budehaven Sixth Form

Advanced Level

CHEMISTRY

(Continued)

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 or chemistry grade 6, and another science at grade 6 (Physics or Biology)

Staff Contact:

Mr Baker

Web Link Address
www.budehaven.cornwall.sch.uk/subject-areas/science

Budehaven Sixth Form

Scan Me

A Level COMPUTER SCIENCE

Course Aims:
Computer Science is a practical subject where you can apply the academic principles learned in the classroom to real-world systems. It is a creative subject combining invention and excitement that looks at the natural world through a digital prism. The course will enable you to develop and apply the fundamental principles and concepts of computer science including abstraction, decomposition, logic, algorithms and data representation. You will develop your ability to analyse problems in computational terms through practical experience of solving such problems, building on your capacity to think creatively, innovatively, analytically, logically and critically. You will be inspired, motivated and challenged by following a broad and practical course of study providing insight into, and experience of how computer science works with a clear emphasis on problem solving using computers, computer programming, logic and algorithms. While the techniques learned are portable to any high-level programming language, we will develop skills using libraries in python to interface with other systems and user interfaces and develop coding / scripting proficiency in JavaScript, lua, C#, html, css, php and sql.

Course Content & Assessment:

There are three assessed components: two written exams (40% each)and a programming project (20%):

- **Component 01 – Computer systems (Exam)** A theory paper testing knowledge and understanding of the internal workings of the Central Processing Unit (CPU), the exchange of data, the methodology and standards in software development, data types and legal and ethical issues.
- **Component 02 – Algorithms and programming (Exam)** – Tests the problem-solving skills needed to apply computational thinking and computational methods to solve a range of problems, abstracting real-life situations into workable algorithms and scrutinising, tracing through, analysing and improving given code / pseudocode.
- **Component 03 - Programming project (Extended independent project)** – A practical portfolio-based project based on a brief that you propose and produce in an appropriate high-level programming language or languages. You will follow industry methods (the Agile software development cycle, Kanban work-flow) as you develop your project, evidencing your development, testing and functionality as you go using video captures and voiceover commentary.

Learning Methods:

Lessons will alternate between taught theory and practical skills development or programming project work.

Practical coding will be taught using supported independent learning so that you may work at your own pace, choosing and developing coding challenges in line with your interests.

There will be opportunities to experiment with different languages, Integrated Development Environments and user interfaces, particularly, Python, Lua (for games/ app development), JavaScript and C#.

Theory lessons will build on and extend on the flipped learning delivery method used at GCSE: new theory content will be delivered through short video introductions with students composing notes and developing revision materials as the new content is learned. Lesson time will be spent answering questions, unpicking misconceptions and completing activities to consolidate and extend understanding.

Career Opportunities:

The qualification helps students to progress on to higher qualifications such as HND and degree courses, or even straight into work or a higher level apprenticeship. The course allows students to apply Computer Science and computational thinking to a variety of challenges which makes it a highly desirable and sought-after skill thus opening many avenues of employment in the tech sector.

Entry Requirements

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

Staff Contacts

Mr Renshaw

Web Link Address
www.budehaven.cornwall.sch.uk/subject-areas/ict

Budehaven Sixth Form

Scan Me

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:

Mr S Haynes | Mr J Olorenshaw

Web Link Address
www.budehaven.cornwall.sch.uk/subject-areas/english

Budehaven Sixth Form

Scan Me

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 studies 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
www.budehaven.cornwall.sch.uk/subject-areas/business-studies

Budehaven Sixth Form

Scan Me

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, including novels, plays and poetry 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: Edexcel

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

Component 1: Drama (examination)
- Shakespeare: Tragedy or Comedy
- 'Other Drama' Currently *A Streetcar Named Desire*
- (30% of A level)

Component 2: Prose (examination)
- Two prose texts from a chosen theme, with at least one being pre-1900.
  Comparison of the two texts.
- (20% of A level)

Component 3: Poetry (examination)
- A selection of post-200 poems (20% of A level)
- A specified range of poetry from a literary period.
- (30% of A level)

Component 4: Coursework (NEA)
- Free choice of two texts to study from poetry, drama, prose or literary non-fiction. One extended comparative essay 2500-3000 words.
- (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.

Entry Requirements:

Five GCSE grades at 5 or above, including Grade 6 or above in both English Literature and English language
Students will already show explicit engagement in reading coupled with a desire to interpret and write about 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:

Mrs G Wilderspin | Miss T Maloney

Web Link Address
www.budehaven.cornwall.sch.uk/subject-areas/english

Budehaven Sixth Form

Scan Me

WJEC Level 3 Food Science & Nutrition Diploma

FOOD SCIENCE & NUTRITION

Course Aims:

- To develop an understanding of the nutritional needs of specific target groups and plan and cook complex, high skill dishes to meet their nutritional needs.
- To develop an understanding of hazards and risks in relation to the storage, preparation and cooking of food in different environments and the control measures needed to minimise these risks. From this understanding, students will be able to recommend the control measures that need to be in place, in different environments, to ensure that food is safe to eat.
- To understand the properties of food in order to plan and carry out experiments. The results of the experiments would be used to propose options to solve food production problems.
- To develop the skills needed to plan, carry out and present a research project on current issues linked to issues related to food science and nutrition.

Course Content & Assessment:

The qualification will be delivered over two years and is made up of three units:

Meeting the Nutritional Needs of Specific Groups – This involves a practical food show case and an externally marked written examination. You will demonstrate an understanding of the science of nutrition and nutritional needs in a wide range of contexts. You will experience on–going practical sessions, to gain a wide range of high level skills to produce quality food items to meet the needs of individuals.

Ensuring Food is Safe to Eat – This is externally marked and involves experimentation and written research. This unit allows you to develop your understanding of the science of food safety and hygiene; essential knowledge for anyone involved in food production in the home or wishing to work in the food industry. Again practical sessions will support the gaining of theoretical knowledge and ensure learning is a tactile experience.

Experimenting to Solve Food Production OR Current Issues in Food Science and Nutrition - studying one of the two optional units allows you the opportunity to study subjects of particular interest or relevance to you, building on previous learning and experiences.

Assessment Structure:

The WJEC Level 3 Diploma in Food Science and Nutrition is an Applied Qualification. This means that each unit within the qualification has an applied purpose which acts as a focus for the learning in the unit. It is assessed through a combination of a written exam and external assignment set and marked by the exam board and two centre marked assignments.
Awards are from Distinction* to Pass and are recognised in UCAS points and for university applications.

Career Opportunites:

An understanding of food science and nutrition is relevant to many industries and job roles. Care providers and nutritionists in hospitals use this knowledge, as do sports coaches and fitness instructors. Hotels and restaurants, food manufacturers and government agencies also use this understanding to develop menus, food products and policies that support healthy eating initiatives. Many employment opportunities within the field of food science are available to graduates. This is an Applied General Qualification. This means it is designed primarily to support learners progressing to University. It has been designed to offer exciting, interesting experiences that focus learning through applied learning I.e. Through the acquisition of knowledge and understanding in purposeful, work-related contexts, linked to the food production industry.
Possible university courses include:

- BSc Food and Nutrition
- BSc Human Nutrition
- BSc (Hons) Public Health Nutrition
- BSc (Hons) Food Science and Technology

Entry Requirements

Normal Sixth Form requirements including a Merit or above in Level 2 Hospitality and Catering or a 5 and above in GCSE Food Preparation and Nutrition. In exceptional cases for students who have not taken Hospitality and Catering or Food Preparation and Nutrition, yet have a very strong portfolio, we would consider their application at interview.

Staff Contacts:

Mrs D Edwards

Web Link Address
www.budehaven.cornwall.sch.uk/subject-areas/food

Budehaven Sixth Form

Scan Me

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 Tyrrell | Mrs Leverton | Mrs Clarke

Web Link Address
www.budehaven.cornwall.sch.uk/subject-areas/geography

Budehaven Sixth Form

Scan Me

BTEC National, Extended Certificate Level 3

HEALTH & SOCIAL CARE

Course Aims:

- to gain a broad understanding of health, social care and early years working environments.
- to develop skills, knowledge and understanding in health, social care and early years.
- to have an opportunity to apply learning in a practical and realistic way.
- to follow a programme of study that enables progression to both higher education and employment in the related fields.
- to develop key skills that are highly valued by employers and universities.
- to gain confidence by developing independent learning skills.
- to develop key skills in communication, ICT and application of numbers.

Course Content and Assessment:

The qualification includes two externally-assessed units. Unit 1 and 2 are assessed by paper based tests.

- Unit 1: Human lifespan development
- Unit 2: Working in health and social care

Additionally students will also study two coursework portfolio units.

- Unit 5: Meeting individual care and support needs
- Unit 12: Psychological perspectives

A key element of the course is that all students need to undertake one morning/afternoon work experience session per week regardless. This will greatly support their coursework requirements which, being a vocational course, is very much influenced by such experience. This has proven to be very popular with students.

Learning Methods:

As traditional classroom delivery, students are also encouraged to investigate and research much of the programme material for themselves, both on an individual basis and as part of a group. The course will be a mixture of formal lessons and practical work related to Health and Social Care.

Career Opportunities:

This can include further training in areas such as Social Work, Education and the Health Service. Many students also go on to study this and related areas at university.

Entry Requirements:

Normal Sixth Form entry requirements are essential to start the course. There is a clear progression onto this course from GCSE Child Development or OCR GCSE Health & Social Care courses.

Staff Contacts:

Mr Thomas

Web Link Address

www.budehaven.cornwall.sch.uk/subject-areas/health-social-care

Budehaven Sixth Form

Scan Me

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 inthis 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

2O: 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 of a period of 100 years of History 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 C Chappell | Mr T Evans

Web Link Address
www.budehaven.cornwall.sch.uk/subject-areas/history

Budehaven Sixth Form

Scan Me

Advanced Level 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

Additionally, we offer students various enrichment opportunities including the opportunity to take part in the UKMT individual challenges and Senior Team Challenge.

Assessment:

- A level Mathematics has three papers containing:
- Pure Mathematics, Pure and Mechanics, Pure and Statistics
- AS Mathematics can be studied in Year 12 only to lead to AS qualification and is assessed on two papers: Pure and Mechanics, Pure and Statistics

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. Higher Education courses or careers that either require Advanced GCE Mathematics or are strongly related include:

- Medicine
- Accountancy
- Environmental Studies
- Architecture
- Teaching
- ICT and Computing
- Engineering
- Psychology
- Economics

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.

Students not achieving this grade will need to discuss their entry onto the course with Mr Franz.

Staff Contacts:

Mrs B Crook | Mr L Franz | Mr B Griffiths | Mrs J Vigg

Web Link Address
www.budehaven.cornwall.sch.uk/subject-areas/maths

Budehaven Sixth Form

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Advanced Level

FURTHER MATHEMATICS

Course Aims:

This qualification builds on the knowledge gained from studying A level Mathematics and therefore you can only study A level Further Mathematics if you are also studying A level Mathematics.
Like with A Level Mathematics, studying Further Mathematics improves your career opportunities and employability skills. Anyone thinking of studying a degree in a STEM subject should consider taking Further Mathematics to at least AS Level as the additional content helps ensure a successful progression to university. Having A level Further Mathematics on your university application is a way to make it stand out. Studying A level Further Mathematics is likely to improve your grade in A level Mathematics. The extra time, additional practice, further consolidation and development of technique contribute to improved results in A level Mathematics.

Course Content & Teaching Methods:

Studying A Level Further Mathematics is fun and rewarding. It broadens your mathematical skills and promotes deeper mathematical thinking.
You will be introduced to interesting new areas of pure mathematics such as complex numbers and apply mathematics in a wider range of contexts.

We offer a two-year linear A Level with the option to complete the AS qualification at the end of the first year.

In Year 12 you will study three modules covering distinct areas of mathematics, one of which will be on pure mathematics and the other two on applied areas of mathematics. In the pure module you will learn about complex numbers, matrices, vectors and proof. Additionally, you will study two modules on either discrete mathematics, mechanics or statistics.
There is some flexibility over the other two applied modules you will study, and we try to tailor this to the cohort of students. In the statistics module you will broaden your knowledge of Statistics and build on the content covered in A level Mathematics.
An understanding of probability and risk is important in careers like insurance, medicine, engineering and the sciences. In the study of discrete mathematics, you will learn how to construct and use algorithms to find efficient solutions to real life problems, such as finding the shortest route around a network.
The techniques are important in business, logistics and computer science. The mechanics covered in Further Mathematics extends the concepts covered in A level Maths.

In Year 13 you will mostly study pure mathematics which builds on the pure content that you studied in Year 12.
You will also be introduced to new concepts such as hyperbolic trigonometry and Polar co-ordinates, as well as extending other ideas from A Level Mathematics.

You will also study an additional applied module that you didn't study in year 12.

Assessment:

- A Level Further Mathematics is assessed by four papers: one Further Pure Mathematics paper and three Applied Mathematics papers.
- Further Mathematics can lead to AS qualifications if they are only studied in Year 12.
- AS level Further Mathematics is assessed by three papers containing: Further Pure Mathematics and Applied Mathematics.

Career Opportunities:

Like with A Level Mathematics, studying Further Mathematics improves your career opportunities and employability skills. Anyone thinking of studying a degree in a STEM subject should consider taking Further Mathematics to at least AS Level as the additional content helps ensure a successful progression to university. Having A level Further Mathematics on your university application is a way to make it stand out. Studying A level Further Mathematics is likely to improve your grade in A level Mathematics. The extra time, additional practice, further consolidation and development of technique contribute to improved results in A level Mathematics.

If students wanted to continue their study of Further 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 7 in GCSE Mathematics.
Students not achieving this grade will need to discuss their entry onto the course with Mrs Lawrence.

Staff Contacts:

Mr L Franz | Mr B Griffiths | Mrs J Vigg

Web Link Address
www.budehaven.cornwall.sch.uk/subject-areas/maths

Budehaven Sixth Form

Scan Me

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.

Entry Requirements:

Normal Sixth Form entry requirements to include:

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

Staff Contacts:

Ms Wilson | Ms Berionni

Web Link Address
www.budehaven.cornwall.sch.uk/subject-areas/modern-languages

Budehaven Sixth Form

Scan Me

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 questionwhich 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!

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 Braund | Ms Wilson | Ms Berionni | Miss Cole

Web Link Address
www.budehaven.cornwall.sch.uk/subject-areas/modern-languages

Budehaven Sixth Form

Scan Me

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%

Composition 1 is a free composition to be written in a style of your choice
Composition 2 is written in response to an externally set brief
The combined duration of the compositions must be a minimum of four and a half minutes.

Students must be able to compose music in one or both of the following formats:

- Instrumental/vocal: produce notated score, written accounts and/or lead sheet by traditional means or by using music software as appropriate

- Production: generated entirely digitally, by using music software, without notated score but with accompanying annotation.

(Continued overleaf)

Budehaven Sixth Form

Advanced Level MUSIC

Continued...

Scan Me

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

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:

Dr T Yardley | Mrs A Prophet

Web Link Address
www.budehaven.cornwall.sch.uk/subject-areas/music

Budehaven Sixth Form

Scan Me

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:

The course is made up of two components:

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

Mrs Mockford | Mrs Sillwood

Web Link Address
www.budehaven.cornwall.sch.uk/subject-areas/art

Budehaven Sixth Form

Scan Me

Advanced Level PHYSICS

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)

Budehaven Sixth Form

Scan Me

Advanced Level

PHYSICS (Continued)

Learning Methods:

This will include group work, short tests, practical work as well as the more traditional lecture and tutorial methods. Hopefully there will be an opportunity to develop the astrophysics work with a star – gazing trip.

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 or Physics grade 6 and Chemistry grade 6.
- Maths and English grade 6.

Staff Contacts:

Mrs S Bardsley I Mr R Whittaker I Mr J Turner

Web Link Address
www.budehaven.cornwall.sch.uk/subject-areas/science

Budehaven Sixth Form

Scan Me

Advanced Level PSYCHOLOGY

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 psychologist 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

Web Link Address
www.budehaven.cornwall.sch.uk/subject-areas/psychology

Budehaven Sixth Form

Scan Me

Advanced Level SOCIOLOGY

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 enables us to do this.

Course Content:

1. **Sociological Methods:** how do sociologists find out about the social world?
2. **Education:** why do different groups have such different experiences of education?
3. **Crime & Deviance:** why do people commit crime? Why are some people labelled as deviant?
4. **Sociological Theory:** how do sociologists see the social world and how does this affect their research?
5. **Beliefs in Society:** are we controlled by beliefs, ideologies and religion?
6. **Families and Households:** What influence does the family have in Society? What constitutes a 'family'?

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.

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:

Mr Kavanagh | Mrs Chappell | Mr O'Dwyer

Budehaven Sixth Form

Scan Me

BTEC Extended certificate

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 and is equivalent to one A Level.
- 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 5 is required.

If Btec Sport was studied at GCSE applicants must have achieved at least a 'Merit' grade in that subject.

Staff Contact:

Miss Miles | Mr Reay

Web Link Address
www.budehaven.cornwall.sch.uk/subject-areas/pe

Budehaven Sixth Form

Scan Me

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 four 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.

There is no requirement to have studies Btec Sport at Level 1/2 GCSE.

Staff Contact:

Miss Miles

Web Link Address
www.budehaven.cornwall.sch.uk/subject-areas/pe

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Level 3

SPORTS LEADERSHIP

Course Aims

Do you want to make your skills more effective, stand out from the crowd and become more employable? If so, this qualification could be perfect for you! We will take you on a journey to gain employability skills that will improve your ability to communicate with others, have self-esteem and confidence in your own ability, work with others as part of a team, utilise skills needed to manage your own work and personal development, identify problems and what to do to problem solve and adapt your skills to meet the needs of the environment.

Course Content & Assessment:

- Unit 1 – Developing leadership skills
- Unit 2 – Lead safe sport/physical activity sessions
- Unit 3 – Know how to plan inclusive sport/ physical activity sessions
- Unit 4 – Plan, lead and evaluate a progressive series of inclusive sport/activity sessions
- Unit 5 – Plan, lead and evaluate a sports/physical activity event
- Unit 6 – Demonstrate leading inclusive sport/ physical activity sessions to a range of participant groups

Once qualified the Sports Leader will be able to independently lead (once 18 years old) and will be responsible for all safeguarding and safety aspects in the future as a certificated Level 3 Sports Leader

Learning Methods:

Over the course of a year, you will attend one sports leadership session per week, after school.
Within these sessions you will acquire knowledge and understanding in 6 units (see below) and transfer this information into a theoretical document, called the Learner Evidence Record (LER). Alongside this, you will volunteer 14 hours demonstration of leadership: Unit 5 – 2 hours demonstration of event leadership & Unit 6 – 12 hours demonstration of sport/activity session leadership. These can be undertaken in the community, such as education provider, social bubble, home environment, social media/digital environment, the community local to the learner (e.g. at sports clubs, youth clubs, etc.) You will be expected to plan, deliver and evaluate sporting tournaments, festivals and events that are run at Budehaven across the year, predominantly aimed Primary School Students.
You will ensure high levels of inclusion focussing on the parts of society that are most important to you (e.g. this could be creating activities for women and girls, improving the range of provision in your community, leading activities to older people, etc.)

Career Opportunities:

You will gain diverse and transferable skills that are useful in all careers.

Entry Requirements

There are no Entry requirements for this course.

Staff Contacts

Miss Miles | Mr Reay

Web Link Address
www.budehaven.cornwall.sch.uk/subject-areas/pe

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Level SUBJECT

Course Aims Title

Course Aims Content

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Course Content & Assessment:

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Learning Methods:

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Career Opportunities:

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Entry Requirements

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Staff Contacts

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