

# Course Guide



the  
**LatimerArts**  
College

# Sixth Form



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# Art & Design

## Syllabus

AQA A-Level Art and Design

Specification Code: 7201

Website: <https://www.aqa.org.uk/subjects/art-and-design/as-and-a-level/art-and-design/specification-at-a-glance>

## Minimum Overall Entry Requirements

For an A-Level pathway a minimum of 6 GCSEs at Grade 5 or above, including English and Mathematics is required.

## Minimum Subject Specific Entry Requirements

GCSE Art, Textiles or Graphics at Grade 5

## Course Aims

A-Level Art and Design aims to increase a student's experience of working with a broad range of media. Through this it will enable a student to develop intellectual, imaginative, creative and intuitive capabilities. A student will be encouraged to increase their investigative, analytical, experimental, practical, technical and expressive skills, as well as their aesthetic understanding and critical judgement.

## Course Content

The assessment objectives that a student will study are:

**AO1:** To develop ideas through sustained and focussed investigations informed by contextual and other sources, demonstrating analytical and critical understanding.

**AO2:** To explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining work as it develops.

**AO3:** To record observations and insights that are relevant to a student's intentions, reflecting critically on work and progress.

**AO4:** To present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.

A student can adopt a specialism within this qualification from: textile design; graphic communication; photography; 3D design; fine art or can be entered for the broader based Art and Design element.

A student will choose their own themes and contexts for their work but all project work will address the four assessment objectives.

## Examinations

### Module 1: 60%

Work presented for assessment draws on topics from across the qualification relevant to the title being followed. The assessment is completed over the duration of the course. Assessment evidence consists of responses to internally set and negotiated assignments and personal starting points, including practical work, supporting studies and a personal study comprising a minimum 1000 words of continuous written prose.

### Module 2: 40%

The externally set assignment theme and starting points will be released each year, on 1st February. Students will undertake a 15-hour period of sustained focus under examination conditions over 3 days. Students are not able to access their work outside of the assessment period.



# Biology

## Syllabus

OCR A-Level Biology

Specification Code: H420

Website: <https://www.ocr.org.uk/qualifications/as-and-a-level/biology-a-h020-h420-from-2015/>

## Minimum Overall Entry Requirements

For an A-Level pathway a minimum of 6 GCSEs at Grade 5 or above, including English and Mathematics is required.

## Minimum Subject Specific Entry Requirements

GCSE Science at Grade 6

GCSE Mathematics at Grade 6

## Course Aims

A-Level Biology aims to develop a student's interest in, and enthusiasm for, the subject, including developing their interest in further study and careers associated with the subject. It will allow a student to understand how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society.

## Course Content

The modules that a student will study are:

### Module 1 Development of practical skills in biology

The importance of practical skills is assessed in the written exams and in the practical endorsement.

### Module 2 Foundations in biology

Cell structure, biological molecules, nucleic acids, enzymes, biological membranes, cell division, cell diversity and cellular organisation.

### Module 3 Exchange and transport

Structure and function of gas exchange and transport systems in a range of animals and in terrestrial plants.

### Module 4 Biodiversity, evolution and disease

The biodiversity of organisms, classification, measuring biodiversity, pathogens and the evolution of animal and plant defences.

### Module 5 Communication, homeostasis and energy

Nerves, hormones, the kidney, plant and animal responses, photosynthesis and respiration.

### Module 6 Genetics, evolution and ecosystems

DNA, protein synthesis, manipulation of genomes, variation and genetics, biotechnology, ecosystems and populations.

## Examinations

There are sixteen practical tasks which form the practical endorsement. This is reported separately from the overall grade as a pass/fail.

There are three examined modules:

**Paper 1** Biological Processes - 2 hours 15 minutes 37%

**Paper 2** Biological Diversity - 2 hours 15 minutes 37%

**Paper 3** Unified Biology - 1 hour 30 minutes 26%



# Chemistry

## Syllabus

Pearson Edexcel A-Level Chemistry  
Specification Code: 9CHO  
Website: <https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/chemistry-2015.html>

## Minimum Overall Entry Requirements

For an A-Level pathway a minimum of 6 GCSEs at Grade 5 or above, including English and Mathematics is required.

## Minimum Subject Specific Entry Requirements

GCSE Science at Grade 6  
GCSE Mathematics at Grade 6

## Course Aims

A-Level Chemistry covers aspects of all the three branches of the subject and aims to enable a student to develop the essential knowledge and understanding of each and how they relate to each other. A student will be encouraged to develop a deep appreciation of the skills, knowledge and understanding of scientific methods and show competence and confidence in a variety of practical, mathematical and problem-solving skills. A student will gain an understanding of how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society.

## Course Content

The modules that a student will study are:

**Organic Chemistry:** Year 12 focuses on the study of common functional groups and their reactions. In Year 13, the focus is on mechanisms and synthesis.

**Inorganic Chemistry:** Year 12 focuses on reactions of groups one and two and the halogens. In Year 13, the focus is on the study of transition metals and their complexes, their reactions and colours.

**Physical:** Year 12 focuses on atomic structure, bonding, energetics and shapes of molecules. In Year 13 the focus is on equilibrium, reaction rates, acid-base chemistry and entropy.

**Modern Analytical Techniques:** Discover how infrared, NMR and Mass spectroscopy can be used to analyse the chemical composition of a sample.

## Examinations

There are sixteen practical tasks which form the practical endorsement. This is reported separately from the overall grade as a pass/fail.

There are three examined modules:

**Paper 1** Advanced Inorganic and Physical Chemistry  
1 hour 45 minutes 30%

**Paper 2** Advanced Organic and Physical Chemistry  
1 hour 45 minutes 30%

**Paper 3** General and Practical Principles in Chemistry  
2 hours 30 minutes 40%



# Computer Science

## Syllabus

OCR A-Level Computer Science

Specification Code: H446

Website: <https://ocr.org.uk/qualifications/as-a-level-gce/computer-science-h046-h446-from-2015/>

## Minimum Overall Entry Requirements

For an A-Level pathway a minimum of 6 GCSEs at Grade 5 or above, including English and Mathematics is required.

## Minimum Subject Specific Entry Requirements

GCSE Computer Science at Grade 6

GCSE Maths at Grade 6 where Computer Science was not taken at GCSE

## Course Aims

A-Level Computer Science above all else, is relevant to the modern and changing world of computing and technology. It aims to ensure that a student will develop the ability to analyse, critically evaluate and make decisions. They will develop an understanding of, and the ability to apply, the fundamental principles and concepts of Computer Science including: abstraction, decomposition, logic, algorithms and data representation. This course will allow a student to analyse problems in computational terms through practical experience and develop their capacity to think creatively, innovatively, analytically, logically and critically.

## Course Content

The modules that a student will study are:

### Module 1 Computer Systems

This module will introduce a student to the internal workings of the Central Processing Unit, the exchange of data and will also look at software development, data types and legal and ethical issues. It is expected that a student will draw on this underpinning content when studying computational thinking, developing programming techniques and devising their own programming approach in their Programming project module.

### Module 2 Algorithms and Programming

This module will incorporate and build on the knowledge and understanding gained in the Computer Systems module.

In addition, a student should: understand what is meant by computational thinking; understand the benefits of applying computational thinking to solving a wide variety of problems; understand the principles of solving problems by computational methods; be able to use algorithms to describe problems and be able to analyse a problem by identifying its component parts.

### NEA Programming Project (coursework)

A student will be expected to analyse, design, develop, test, evaluate and document a program written in a suitable programming language. The underlying approach to the project is to apply the principles of computational thinking to a practical coding problem. A student will be expected to apply appropriate principles from an agile development approach to the project development. While the project assessment criteria are organised into specific categories, it is anticipated the final report will document the agile development process and elements for each of the assessment categories will appear throughout the report.

## Examinations

NEA (coursework): Students will complete a 20-hour Programming Project - 20%

There are two examined modules:

**Paper 1** Computer Systems

2 hours and 30 minutes 40%

**Paper 2** Algorithms and Programming

2 hours and 30 minutes 40%

# Dance

## Syllabus

AQA A-Level Dance

Specification Code: 7237

Website: <https://www.aqa.org.uk/subjects/dance/as-and-a-level/dance-7237>

## Minimum Overall Entry Requirements

For an A-Level pathway a minimum of 6 GCSEs at Grade 5 or above, including English and Mathematics is required.

## Minimum Subject Specific Entry Requirements

GCSE Dance Grade 5 or significant Dance experience in and out of school context

## Course Aims

A-Level Dance is a dynamic qualification, which encourages a student to develop and articulate their creative and intellectual capacity through both practical and theoretical elements. The course will allow a student to reflect on both historical and current dance practice, aiming to give them an opportunity to reflect upon their own practical work within the context of professional practice. Without doubt, A level Dance promotes the academic and transferable skills valued by Higher Education and employers, such as team working, communication and problem solving.

## Course Content

The modules that a student will study are:

### Module 1 Performance and Choreography

This module will develop a student's knowledge of practitioners and choreographers through practical exploration. A student will build their knowledge and ability to demonstrate technical and performance skills that will culminate in a solo performance in the style of a specific practitioner and a performance in a quartet.

In addition, a student will explore the process and skills required to lead a group of dancers to create choreography based on an externally set stimulus.

### Module 2 Critical Engagement

This module will develop a student's knowledge, understanding and critical appreciation of two set professional works and two areas of study. The study of professional dance works, within the areas of study, promotes the integration of theory and practice and underpins a student's own approach to performance and choreography.

## Examinations

There are two examined modules:

**Module 1** NEA Practical exam (Solo and quartet performances and group choreography) marked by an external assessor from AQA 50%

**Module 2** Written exam  
2 hours 30 minutes 50%



# Drama & Theatre Studies

## Syllabus

AQA A-Level Drama and Theatre

Specification Code: 7262

Website: <https://www.aqa.org.uk/subjects/drama/a-level/drama-and-theatre-7262>

## Minimum Overall Entry Requirements

For an A-Level pathway a minimum of 6 GCSEs at Grade 5 or above, including English and Mathematics is required.

## Minimum Subject Specific Entry Requirements

GCSE Drama at Grade 5

## Course Aims

A-Level Drama and Theatre Studies aims to be invaluable to a student who is interested in furthering their studies or gaining employment in drama, theatrical performance or other areas of the performing arts. It is widely recognised that the transferable skills obtained through the study of drama, such as co-operation, negotiation skills, presentation skills, increased self-awareness and self-confidence, appeal to many employers outside the world of the performing arts. This course is exciting, engaging and excellent preparation for higher education or the world of work.

## Course Content

The modules that a student will study are:

### Module 1 Drama and Theatre (written exam)

This module focusses on the work explored for two set texts and a live performance that has been seen during the course.

### Module 2 Creating original drama (devising)

A student will create an original piece of drama based on the methodologies of a prescribed practitioner.

### Module 3 Making theatre (exploration and performance of extracts taken from published plays)

A student will explore three extracts over the course and perform one extract influenced by a practitioner, for a visiting examiner.

## Examinations

There are three examined modules:

### Module 1 Drama and Theatre Written Examination

3 hours 40%

### Module 2 Creating Original Drama (practical)

30%

### Module 3 Making Theatre (externally assessed practical)

30%





# English Literature

## Syllabus

AQA A-Level English Literature A

Specification Code: 7712

Website: <https://www.aqa.org.uk/subjects/english/as-and-a-level/english-literature-a-7711-7712>

## Minimum Overall Entry Requirements

For an A-Level pathway a minimum of 6 GCSEs at Grade 5 or above, including English and Mathematics is required.

## Minimum Subject Specific Entry Requirements

GCSE English Literature at Grade 5

## Course Aims

A-level English Literature provides the opportunity to experience and explore a range of texts from the literary canon. The subject allows students to develop their analytical skills, debating abilities and literary knowledge whilst encouraging an immersive and enjoyable experience of Literature.

## Course Content

The modules that a student will study are:

### Love Through the Ages

A student will develop their knowledge and understanding of the theme of love through the ages. They will take a historicist approach when studying a variety of prose, unseen poetry, a poetry anthology and a Shakespeare play.

### Texts in Shared Contexts

A student will explore how the issues of the 20th and 21st centuries have shaped and influenced modern literary works through the study of a collection of poetry, unseen prose, a novel and a play.

### NEA (coursework)

A student will undertake an independent exploration of a text of their choice where they are encouraged to enter into an academic debate.

## Examinations

NEA (coursework): This is a comparative critical study of two texts, at least one of which must have been written pre-1900. The coursework folder will consist of one extended essay of 2500 words and a bibliography – 20%

There are two examined modules:

**Paper 1** Love Through the Ages (Open book in Section C)  
3 hours 40%

**Paper 2** Texts in Shared Contexts (Open book)  
2 hours 30 minutes 40%



# French

## Syllabus

AQA A-Level French

Specification Code: 7652

Website: <http://www.aqa.org.uk/subjects/languages/as-and-a-level/french-7652>

## Minimum Overall Entry Requirements

GCSE French Higher Tier must have been completed and a minimum of a Grade 5 achieved.

## Minimum Subject Specific Entry Requirements

GCSE French at Grade 5

## Course Aims

A-Level French has been developed with teachers to aim to inspire, challenge and motivate a student, enabling them to broaden their horizons and increase cultural knowledge. A student will focus on how French-speaking society has been shaped, socially and culturally, and how it continues to change. A student will develop their knowledge and understanding of themes relating to the culture and society of countries where French is spoken and increase their language skills. They will do this by using authentic spoken and written sources in French.

## Course Content

The modules that a student will study are:

Core Content:

### Social Issues and Trends

Aspects of French-speaking society: current trends

- The changing nature of family
- The 'cyber-society'
- The place of voluntary work

### Aspects of French-speaking society: current issues

- Positive features of a diverse society
- Life for the marginalised
- How criminals are treated

### Political and Artistic Culture

Artistic culture in the French-speaking world

- A culture proud of its heritage
- Contemporary francophone music
- Cinema: the 7th art form

### Aspects of political life in the French-speaking world

- Teenagers, the right to vote and political commitment
- Demonstrations, strikes – who holds the power?
- Politics and immigration

### Grammar

A student will be expected to study the grammatical system and structures of the language during their course. Knowledge of the grammar and structures specified for GCSE is assumed. In the exam a student will be required to use, actively and accurately, grammar and structures appropriate to the tasks set.

### Works – Literary Texts and Films

A student must study either one text and one film or two texts from the lists published by the exam board.

### Individual Research Project

(this forms part of the speaking exam)

A student 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. They must select relevant information in French from a range of sources including the internet. The aim of the research project is to develop research skills, summarising their findings, in order to present and discuss them in the speaking assessment.

### Examinations

There are three examined modules:

**Paper 1** Listening, Reading and Writing

2 hours 30 minutes 50%

**Paper 2** Writing - 2 hours 20%

**Paper 3** Speaking - 21-23 minutes 30%

# Geography

## Syllabus

Pearson Edexcel A-Level Geography

Specification Code: 9GEO

Website: <https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/geography-2016.html>

## Minimum Overall Entry Requirements

For an A-Level pathway a minimum of 6 GCSEs at Grade 5 or above, including English and Mathematics is required.

## Minimum Subject Specific Entry Requirements

GCSE Geography at Grade 5

## Course Aims

A-Level Geography offers an issues-based approach to studying Geography, and aims to enable a student to explore and evaluate contemporary geographical questions and issues such as the consequences of globalisation, responses to hazards, water insecurity and climate change. A student will use a combination of classroom based learning and fieldwork skills to develop their geographical understanding.

## Course Content

The modules that a student will study are:

Year 12

### Module 1 Tectonic Processes and Hazards

Tectonic hazards, earthquakes, volcanic eruptions and secondary hazards such as tsunamis, represent a significant risk in some parts of the world. A student will develop a scientific understanding of how these processes occur and consider how we can manage them to reduce the risk to human life now and in the future.

### Module 2 Coastal Landscape and Change

A student will use fieldwork methods to investigate the processes and systems that create the unique landforms found in coastal locations.

### Module 3 Globalisation

Globalisation and global interdependence continue to accelerate, resulting in changing opportunities for businesses and people. A student will study the global changes to culture and power and the implications this has for current and future populations.

### Module 4 Diverse Spaces

Local places vary both demographically and culturally with change driven by local, national and global processes. A student will look at the processes which change different places and the impact it has on society.

Year 13

### Module 5 The Water Cycle and Water Insecurity

### Module 6 The Carbon Cycle and Energy Security

### Module 7 Superpowers

### Module 8 Health, Human Rights and Intervention or Migration, Identity and Sovereignty

A student will investigate the processes which affect these topics and consider the impact of changes on current and future populations and politics.

## Examinations

There are three examined modules and an externally marked independent investigation:

**Paper 1** 9GEO01 - 2 hours 15 minutes 30%

**Paper 2** 9GEO02 - 2 hours 15 minutes 30%

**Paper 3** 9GEO03 - 2 hours 15 minutes 20%

Independent Investigation - 20%

Students must complete a minimum of four days' fieldwork to complete the course.

# History

## Syllabus

Pearson Edexcel A-Level History

Specification Code: 9H10

Website: [https://qualifications.pearson.com/content/dam/pdf/A%20Level/History/2015/Specification%20and%20sample%20assessments/9781446914366\\_GCE\\_2015\\_A\\_HIST.pdf](https://qualifications.pearson.com/content/dam/pdf/A%20Level/History/2015/Specification%20and%20sample%20assessments/9781446914366_GCE_2015_A_HIST.pdf)

## Minimum Overall Entry Requirements

For an A-Level pathway a minimum of 6 GCSEs at Grade 5 or above, including English and Mathematics is required.

## Minimum Subject Specific Entry Requirements

GCSE History at Grade 5

## Course Aims

A-Level History utilises a mixture of engaging and interesting units aimed at introducing a student to different aspects of the past. Furthermore, History will act as a gateway into further study for a student who wishes to pursue a career in professions such as Law, Journalism, Teaching or Research.

## Course Content

The modules that a student will study are:

**Germany and West Germany, 1918–89:** A student will undertake a study in breadth of key political changes in a unified Germany and then in West Germany after the Second World War, and the impact of these changes on German economic, social and cultural developments. They will study developments and changes over time from 1918–89. A student will also complete a study in depth of historical interpretations on the broad question: How far Hitler's foreign policy was responsible for the Second World War?

**The Rise and Fall of Fascism in Italy, c1911–46:** This paper comprises a study of the turbulent years in Italy that saw the collapse of the liberal state, the creation of a fascist dictatorship and a return to democracy in the aftermath of the Second World War. A student will learn about the impact of the profound political, economic and social changes between c1911–1946 and how the failure to create a stable, democratic Italian

state led to the rise of a new political ideology and a personal dictatorship.

**The British Experience of Warfare, c. 1790–1918:** This paper comprises of two parts: the Aspects in breadth focus on long-term changes and contextualise the Aspects in depth, which focus in detail on key episodes. Together, the breadth and depth topics explore the British experience of war in different aspects of major overseas conflicts and the changing relationship between the state and the people as the government attempted to create an effective fighting machine and prepare the people for war. Within the primarily military focus on the experience of warfare, this option also gives students the opportunity to explore its political, social and economic dimensions and their part in generating pressure for change.

**Non-Examined Assessment (coursework) - The Civil Rights Movement, c1955–c1965:** This coursework will enable a student to develop skills in the analysis and evaluation of interpretations of history as part of an independently researched assignment. The focus is on understanding the nature and purpose of the work of the historian. They will form a critical view based on relevant reading. They will also be required to analyse, explain and evaluate the interpretations of three historians.

## Examinations

NEA (coursework): Students complete a single assignment on a question set by the centre. The assignment will assess the ability to carry out a historical enquiry, analysing and evaluating historical interpretations, and organising and communicating the findings - 20%

There are three examined modules:

**Paper 1** - 2 hours 15 minutes 30%

**Paper 2** - 1 hours 30 minutes 20%

**Paper 3** - 2 hours 15 minutes 30%





# Mathematics

## Syllabus

AQA A-Level Mathematics

Specification Code: 7357

Website: <https://www.aqa.org.uk/subjects/mathematics/as-and-a-level/mathematics-7357>

## Minimum Overall Entry Requirements

For an A-Level pathway a minimum of 6 GCSEs at Grade 5 or above, including English and Mathematics is required.

## Minimum Subject Specific Entry Requirements

GCSE Mathematics at Grade 6

## Course Aims

A-Level Mathematics is a continuation of GCSE Mathematics and aims to further develop existing knowledge and introduce key new concepts. The course is made up of 2/3 Pure Mathematics with 1/6 Mechanics and 1/6 Statistics. The A-Level has an increased emphasis on modelling, problem solving and the use of ICT.

## Course Content

The modules that a student will study are:

### Pure Maths

Proof Algebra and Functions

Coordinate Geometry in the (x,y) plane

Sequences and Series

Trigonometry

Exponentials and Logarithms

Differentiation

Integration

Numerical Methods

### Mechanics

Vectors

Quantities and Units in Mechanics

Kinematics

Forces and Newton's Laws

Moments

## Statistics

Statistical Sampling

Data Presentation and Interpretation

Probability

Statistical Distributions

Statistical Hypothesis Testing

## Examinations

There are three examined modules all of equal weighting:

**Paper 1** Pure Mathematics

2 hours 33.3%

**Paper 2** Combination of Pure Mathematics and Mechanics

2 hours 33.3%

**Paper 3** Combination of Pure Mathematics and Statistics

2 hours 33.3%



# Further Mathematics

## Syllabus

AQA A-Level Further Mathematics

Specification Code: 7367

Website: <https://www.aqa.org.uk/subjects/mathematics/as-and-a-level/further-mathematics-7367>

## Minimum Overall Entry Requirements

For an A-Level pathway a minimum of 6 GCSEs at Grade 5 or above, including English and Mathematics is required.

## Minimum Subject Specific Entry Requirements

GCSE Mathematics at Grade 8

## Course Aims

A student must also be taking the A-Level Mathematics course in order to study this subject as A-Level Further Mathematics is an extension of the content of A-Level Mathematics. It is aimed at a student intending to take a mathematics, science or engineering based degree course. The course is made up of 2/3 Pure Mathematics with 1/6 Mechanics and 1/6 Statistics. The A-Level has an increased emphasis on modelling, problem solving and the use of ICT.

## Course Content

The modules that a student will study are:

### Pure Maths

Proof  
Complex Numbers  
Matrices  
Further Algebra and Functions  
Further Calculus  
Further Vectors  
Polar Coordinates  
Hyperbolic Functions  
Differential Equations  
Numerical Method

### Mechanics

Dimensional Analysis  
Momentum and Collisions  
Work, Energy and Power  
Circular Motion  
Centres of Mass and Moments

### Statistics

Discrete Random Variables  
Poisson Distribution  
Type I and II Errors  
Chi Squared Tests  
Exponential Distribution  
t-Distribution  
Confidence Intervals

### Discrete Maths

Graphs / Networks  
Network Flows  
Linear Programming  
Critical Path Analysis  
Game Theory  
Binary Operations / Group Theory

## Examinations

There are three examined modules all of equal weighting:

**Paper 1** Pure Mathematics - 2 hours 33.3%

**Paper 2** Pure Mathematics - 2 hours 33.3%

**Paper 3** A combination of two of the Mechanics, Statistics or Discrete Mathematics options listed in the course content  
2 hours 33.3%

# Music

## Syllabus

Pearson Edexcel A-Level Music  
Specification Code: 9MUO  
Website: <https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/music-2016.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments>

## Minimum Overall Entry Requirements

For an A-Level pathway a minimum of 6 GCSEs at Grade 5 or above, including English and Mathematics is required.

## Minimum Subject Specific Entry Requirements

GCSE Music at Grade 5  
or  
Grade 5 and above in instrumental/vocal exams

## Course Aims

A-Level Music reflects the demands of a modern and evolving music environment. It aims to develop the skills needed for a student to investigate, analyse and evaluate music and its features. Building on this, and by using practical methods, a student will be encouraged to take a more holistic view of their knowledge, performance and compositional skills. The set works will enable a student to conduct in-depth studies into different musical styles and place these within a wider context.

## Course Content

The modules that a student will study are:

### Module 1 Performing

A recital in the Masque Theatre, performed to the members of the class, on an instrument(s) of your choice, performing solo and/or ensemble music of grade 7 or above.

### Module 2 Composing

One free composition in a style and structure chosen by the student or linked to a brief from the exam board and one compositional technique, learning to compose in a particular style of music or style of composer.

### Module 3 Appraising

Studying Vocal Music, Instrumental Music, Music for Film, Popular Music and Jazz, Fusions, New Directions and aural dictation skills to answer questions and complete essays for the final examination.

## Examinations

There are three examined modules:

**Module 1:** An 8-12 minute performance recital - 30%

**Module 2:** A composition set to a free brief or a brief set by the exam board and a compositional technique exercise. Both of these should be a minimum of 6 minutes combined. - 30%

**Exam:** Three short listening questions related to set works  
One short melodic/rhythmic completion exercise  
Two essay questions (one based on an unfamiliar extract, one based on an area of study)  
2 hours 40%





# Philosophy & Ethics

## Syllabus

OCR A-Level Religious Studies

Specification Code: H573

Website: <http://www.ocr.org.uk/qualifications/as-a-level-gce-religious-studies-h173-h573-from-2016/>

## Minimum Overall Entry Requirements

For an A-Level pathway a minimum of 6 GCSEs at Grade 5 or above, including English and Mathematics is required.

## Minimum Subject Specific Entry Requirements

GCSE Humanities Subject at Grade 5

## Course Aims

A-Level Philosophy and Ethics aims to encourage a student to adopt an enquiring, critical and reflective approach to the study of religion and reflect on and develop their own values, opinions and attitudes in the light of their study. A student will develop knowledge and understanding appropriate to a specialist study of religion and develop an understanding and appreciation of religious thought and its contribution to individuals, communities and societies.

## Course Content

The modules that a student will study are:

### Philosophy

In Philosophy of Religion, a student will study philosophical issues and questions raised by religion and belief. These include arguments regarding the existence or non-existence of God, the nature and influence of religious experience and the problems of evil and suffering. They will also explore philosophical language and thought, through significant concepts and the works of key thinkers, illustrated in issues or debates in the philosophy of religion.

### Ethics

Religion and Ethics is characterised by the study of ethical language and thought, with exploration of key concepts and the works of influential thinkers. Ethical theory will also be applied to issues of importance, namely: euthanasia, business ethics, and sexual ethics.

## Developments in Christian Thought

Developments in Religious Thought provides an opportunity for the systematic study of one religious tradition. This will include the exploration of religious beliefs, values, teachings and practices that shape religious identity, as well as sources of wisdom and authority. Also central are the ways in which religious traditions have developed over time and religious responses to challenges and significant contemporary social issues.

## Examinations

There are three examined modules all of equal weighting:

**Paper 1** Philosophy of Religion - 2 hours 33.3%

**Paper 2** Religion and Ethics - 2 hours 33.3%

**Paper 3** Developments in Religious Thought - 2 hours 33.3%

Each paper consists of questions requiring extended writing.





# Physical Education

## Syllabus

AQA A-Level Physical Education

Specification Code: 7582

Website: <http://www.aqa.org.uk/subjects/physical-education/as-and-a-level/physical-education-7582>

## Minimum Overall Entry Requirements

For an A-Level pathway a minimum of 6 GCSEs at Grade 5 or above, including English and Mathematics is required.

## Minimum Subject Specific Entry Requirements

GCSE PE at Grade 5

or

Distinction/Distinction\* in BTEC Sport

## Course Aims

A-Level Physical Education aims to provide the opportunity for a student to explore different aspects of sport. The subject will allow a student to develop their theoretical knowledge and apply it to their own individual sports.

## Course Content

The modules that a student will study are:

### Module 1 Applied Anatomy and Physiology

A student should develop knowledge and understanding of the changes within the body systems prior to exercise, during exercise of differing intensities and during recovery.

### Module 2 Skill Acquisition

A student should develop knowledge and understanding of how skill learning takes place and the best ways to practise and develop skills in physical activity and sport.

### Module 3 Sport and Society

A student should develop knowledge and understanding of the interaction between and the evolution of, sport and society.

### Module 4 Exercise Physiology

A student should understand the adaptations to the body systems through training or lifestyle and how these changes affect the efficiency of those systems.

### Module 5 Biomechanical Movement

A student should develop knowledge and understanding of motion and forces and their relevance to performance in physical activity and sport.

### Module 6 Sport Psychology

A student should develop knowledge and understanding of the role played by factors such as personality, arousal and leadership in optimising performance in physical activity and sport.

### Module 7 Sport and Society and the Role of Technology in Physical Activity and Sport

A student should develop knowledge and understanding of the interaction between, and the evolution of, sport and society and the technological developments in physical activity and sport.

## Examinations

There are three examined modules:

**NEA (coursework):** Practical performance in one sport and analysis of performance in this or another chosen activity. Students are assessed in the role of coach or performer. Internal assessment and external moderation - 30%

**Paper 1** Factors Affecting Participation in Physical Activity and Sport - 2 hours 35%

**Paper 2** Factors Affecting Optimal Performance in Physical Activity and Sport - 2 hours 35%

# Physics

## Syllabus

Pearson Edexcel A-Level Physics

Specification Code: 9PHO

Website: <https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/physics-2015.html>

## Minimum Overall Entry Requirements

For an A-Level pathway a minimum of 6 GCSEs at Grade 5 or above, including English and Mathematics is required.

## Minimum Subject Specific Entry Requirements

GCSE Science at Grade 6

GCSE Mathematics at Grade 6

## Course Aims

A-Level Physics includes knowledge at all scales, from the diameter of an electron to the edge of the observable universe and aims to enable a student to develop the essential knowledge and understanding of each and how they relate to each other. A student will be encouraged to develop a deep appreciation of the skills, knowledge and understanding of scientific methods and show competence and confidence in a variety of practical, mathematical and problem-solving skills. A student will gain an understanding of how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society.

## Course Content

The modules that a student will study are:

Working as a Physicist

Mechanics

Electric Circuits

Materials

Waves and Particle Nature of Light

Further Mechanics

Electric and Magnetic Fields

Nuclear and Particle Physics

Thermodynamics

Space

Nuclear Radiation

Gravitational Fields

Oscillations

## Examinations

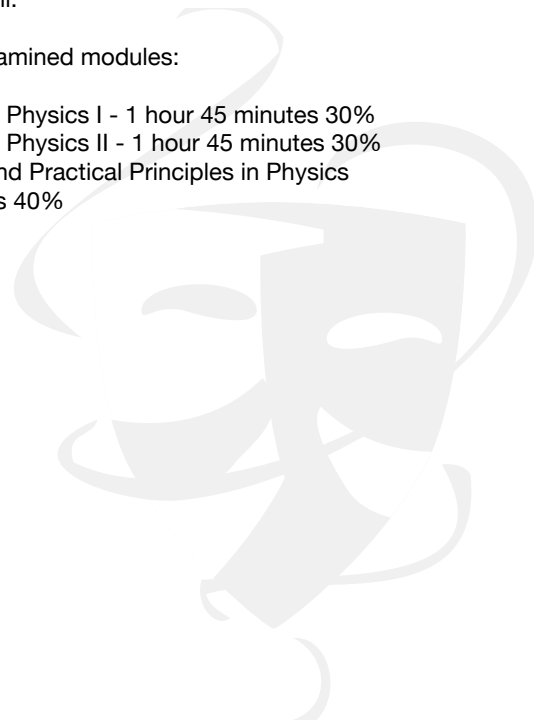
There are sixteen practical tasks which form the practical endorsement. This is reported separately from the overall grade as a pass/fail.

There are three examined modules:

**Paper 1** Advanced Physics I - 1 hour 45 minutes 30%

**Paper 2** Advanced Physics II - 1 hour 45 minutes 30%

**Paper 3** General and Practical Principles in Physics  
2 hours 30 minutes 40%



# Psychology

## Syllabus

AQA A-Level Psychology

Specification Code: 7182

Website: <http://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182>

## Minimum Overall Entry Requirements

GCSE Psychology at Grade 5.

Where Psychology was not studied at Level 2, GCSE English, Mathematics and Science at Grade 5.

## Minimum Subject Specific Entry Requirements

GCSE Psychology at Grade 5

or

GCSE English, Mathematics and Science at Grade 5 where Psychology was not taken at GCSE

## Course Aims

A-Level Psychology aims to offer the opportunity for a student to learn the fundamentals of the subject and develop skills valued by employers, including critical analysis, independent thinking and research. A student will experience an interesting, diverse and coherent course of study that covers the core areas of Psychology: cognitive, social, biological, developmental, individual differences and research methods.

## Course Content

The modules that a student will study are:

### Module 1 Social Influence

Conformity, explanations for obedience, explanations for resistance to social influence, minority influence, social change.

### Module 2 Memory

Multi store model of memory, short term memory, long term memory, episodic, semantic and procedural memory, working memory model, explanations for forgetting, eye witness testimony.

### Module 3 Attachment

Caregiver – infant interactions, animal studies of attachment, explanations of attachments, types of attachment, Bowlby's theory of maternal deprivation, the influence of early attachment on adult relationships.

### Module 4 Psychopathology

Abnormality, phobias, depression, OCD.

### Module 5 Approaches in Psychology

Learning approaches, the cognitive approach, the biological approach, the psychodynamic approach, humanistic psychology.

### Module 6 Biopsychology

The nervous system, the endocrine system, fight or flight response, the brain, biological rhythms.

### Module 7 Research Methods

Experimental methods, observational techniques, self-report techniques, correlations, content analysis, case studies, data handling, descriptive statistics.

### Module 8 Gender

Sex and gender, sex role stereotypes, atypical chromosome patterns, explanations of gender development, gender dysphoria.

### Module 9 Schizophrenia

Explanations for schizophrenia, drug therapies for schizophrenia, psychological therapies for schizophrenia.

### Module 10 Forensics

Offender profiling, biological explanations for offending behaviour, psychological explanations for offending behaviour, dealing with offending behaviour. Issues and debates in psychology: gender and culture, free will and determinism, the nature-nurture debate, holism and reductionism, idiographic and nomothetic approaches, ethical implications of research studies.

## Examinations

There are three examined modules all of equal weighting:

**Paper 1** Introductory Topics in Psychology - 2 hours 33.3%

**Paper 2** Psychology in Context - 2 hours 33.3%

**Paper 3** Issues and Options in Psychology - 2 hours 33.3%

Each paper contains multiple choice, short answer, extended writing and research methods or mathematical skills questions.

# Sociology

## Syllabus

AQA A-Level Sociology

Specification Code: 7192

Website: <https://www.aqa.org.uk/subjects/sociology/as-and-a-level/sociology-7191-7192>

## Minimum Overall Entry Requirements

For an A-Level pathway a minimum of 6 GCSEs at Grade 5 or above, including English and Mathematics is required.

## Minimum Subject Specific Entry Requirements

GCSE Humanities subject at Grade 5

## Course Aims

A-Level Sociology aims to inspire a student to reflect upon the world we live in, fostering an understanding of the inter-relationships between individuals, groups, institutions and societies. It will enable a student to develop critical thinking and appreciate theoretical and conceptual issues.

## Course Content

The modules that a student will study are:

### Paper 1 Education with Theory and Methods

This module introduces a student to key themes of educational policy and practice linking themes to research methods on gender differences in education. They will study class difference and the merits of cultural deprivation on achievement. They will evaluate the role ethnicity and parental influence may play in educational outcomes. A student will develop skills in research methods to evaluate the reliability of research on educational policies.

### Paper 2 Topics in Sociology Family and Households and The Media

This module explores the methods of sociological enquiry and uses the context of social difference and inequality to develop knowledge and understanding of family and households and the media. This fosters the development of critical thinking around social diversity in terms of social class, gender, ethnicity and age.

### Paper 3 Crime and Deviance with Theory and Methods

This module challenges a student to examine sociological theory and explanation in relation to pattern and trend of crime both nationally and globally. In what ways can crime and deviance be explained in order to allow society to reduce offending rates and reoffending rates? A student will explore the impact of social class, gender and ethnicity on crime rates. This will develop their skills in research methods to evaluate the reliability of research on crime.

## Examinations

There are three examined modules all of equal weighting:

### Paper 1 Education with Theory and Methods

2 hours 33.3%

### Paper 2 Topics in Sociology

2 hours 33.3%

### Paper 3 Crime and Deviance with Theory and Methods

2 hours 33.3%

Each paper consists of questions requiring extended writing.







# BTEC Level 3 National Extended Certificate in Business

## Syllabus

Pearson BTEC Level 3 National Certificate in Business  
Website: <http://qualifications.pearson.com/en/qualifications/btec-nationals/business-2016.html#tab-1>

## Minimum Overall Entry Requirements

For a Vocational pathway a minimum of 6 GCSEs at Grade 4 or above (or Merits or above in vocational subjects) including English and Mathematics is required.

## Minimum Subject Specific Entry Requirements

6 GCSE passes at Grade 4 or above (or Merits at Level 2 BTEC Equivalent)

## Course Aims

BTEC Business aims to provide an engaging and stimulating introduction to the world of Business. A student will develop key enterprise and financial skills and the knowledge necessary to enable them to understand how businesses recognise opportunities and build on them to succeed. They will understand how a business makes and manages its money and plans. This course will encourage a student to develop their people, communication, planning and team-working skills, all of which are essential when working in a business environment.

## Course Content

The units that a student will study are:

### Unit 1 Exploring Business

In this introductory unit, a student will study the purposes of different businesses, their structure, the effect of the external environment, and how they need to be dynamic and innovative to survive. They will be required to apply this knowledge to review the activities of two organisations, analysing strengths, drawbacks and evaluating their effectiveness.

### Unit 2 Developing a Marketing Campaign

A student will gain skills and understanding relating to how a marketing campaign is developed. They will be expected to produce a campaign as part of an externally assessed

controlled assessment which will require them to apply the theories they have learnt to a small business situation, considering realistic limitations and assessing the likely success of the campaign.

### Unit 3 Personal and Business Finance

A student will study the purpose and importance of personal and business finance. They will develop the skills and knowledge needed to understand, analyse and prepare financial information. A student will be expected to examine financial information and assess its implications for a specific business situation. They will sit an examination detailing a range of questions, from calculations and definitions to longer mark essay questions which will require analysis skills.

### Unit 8 Recruitment and Selection Process

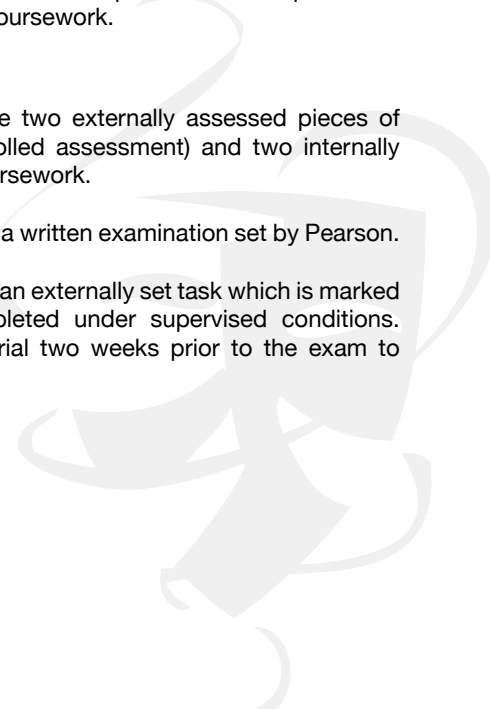
A student will explore how the recruitment process is carried out within a business. The unit gives them the opportunity to participate in selection interviews and review their performance. A student will be expected to produce the documents required in the recruitment process and take part in interviews assessing their own performance as part of an internally set piece of coursework.

## Examinations

A student will complete two externally assessed pieces of work (exam and controlled assessment) and two internally assessed pieces of coursework.

A student will complete a written examination set by Pearson.

A student will complete an externally set task which is marked by Pearson and completed under supervised conditions. They will receive material two weeks prior to the exam to prepare with.





# BTEC Level 3 National Extended Certificate in Creative Digital Media Production

## Syllabus

Pearson BTEC Level 3 National Extended Certificate in Creative Digital Media Production

Website: <http://qualifications.pearson.com/en/qualifications/btec-nationals/creative-digital-media-production-2016.html>

## Minimum Overall Entry Requirements

For a Vocational pathway a minimum of 6 GCSEs at Grade 4 or above (or Merits or above in vocational subjects) including English and Mathematics is required.

## Minimum Subject Specific Entry Requirements

6 GCSE passes at Grade 4 or above (or Merits at Level 2 BTEC Equivalent)

## Course Aims

BTEC Creative Digital Media Production aims to provide an engaging and stimulating introduction to the world of media. A student will gain a broad understanding of the subject and learn the skills to produce media artefacts. They will develop their ability to analyse and deconstruct media images and representations. They will also learn the communication and planning skills needed to work in teams through vocational media projects. An optional introductory unit in a particular media sector such as publishing, games, film or radio, will allow a student to create engaging digital media content and platforms.

## Course Content

The units that a student will study are:

### Unit 1 Media Representations

In this unit, a student will study a range of media from different sectors, such as music videos, short film extracts, animation, news programmes, websites, digital games and print adverts in order to explore how meaning, messages and values are constructed through formal and stylistic elements.

### Unit 4 Pre-Production Portfolio

This unit will enable a student to develop their understanding of the essential preproduction work that takes place as part of a creative media production.

### Unit 8 Responding to a Commission

In this unit, a student will understand how to respond to a commission brief with ideas based on the required content, style, audience, purpose and approach proposed by the client. They will work within the requirements and constraints of the client's specifications and consider their response in terms of ethos, format, budget, platform and duration.

### Unit 8 Recruitment and Selection Process

In this unit, a student will investigate how conventions of narrative storytelling are used by filmmakers, looking at formats and generic conventions. They will then prepare for a film production by creating and gathering the materials and preparing the cast and crew. A student will need to bring together a range of elements to successfully produce their product: camera, lighting, acting, direction and sound during the production phase, and successfully use post-production techniques to deliver a final outcome.

## Examinations

A student will complete two externally assessed pieces of work (exam and controlled assessment) and two internally assessed pieces of coursework.

A student will complete a written examination set by Pearson.

A student will complete an externally set task which is marked by Pearson and completed under supervised conditions. They will receive material two weeks prior to the exam to prepare with.

# BTEC Level 3 National Extended Certificate in Information Technology

## Syllabus

Pearson BTEC Level 3 National Certificate in Information Technology

Website: <http://qualifications.pearson.com/en/qualifications/btec-nationals/information-technology-2016.html#tab-1>

## Minimum Overall Entry Requirements

For a Vocational pathway a minimum of 6 GCSEs at Grade 4 or above (or Merits or above in vocational subjects) including English and Mathematics is required.

## Minimum Subject Specific Entry Requirements

6 GCSE passes at Grade 4 or above (or Merits at Level 2 BTEC Equivalent)

## Course Aims

BTEC Information Technology (IT) aims to allow a student to explore how the use of computers is involved in industry, commerce, the arts and elsewhere. A student will learn about aspects of IT systems architecture, human factors, project management and the general ability to use computers. They will investigate how businesses are implementing IT strategies to manage and process data both to support business processes and to deliver new opportunities.

## Course Content

The units that a student will study are:

### Unit 1 Information Technology Systems

In this unit a student will explore the relationships between the hardware and software that form an IT system, and the way that systems work individually and together, as well as the relationship between the user and the system. They will examine issues related to the use of IT systems and the impact that they have on organisations and individuals. This unit will give a student a fundamental and synoptic understanding of all areas of IT.

### Unit 2 Creating Systems to Manage Information

A student will examine the structure of data and its origins, and how an efficient data design follows through to an effective and useful database. They will examine a given scenario and

develop an effective design solution to produce a database system. A student will then test their solution to ensure that it works correctly. Finally, they will evaluate each stage of the development process and the effectiveness of their database solution.

### Unit 3 Using Social Media in Business

A student will explore different social media websites, the ways in which they can be used and the potential pitfalls when using them for business purposes. They will develop a plan to use social media strategies for business purposes to achieve specific aims and objectives. A student will then implement the plan, developing and posting content and interacting with others. Finally, they will collect data on the business use of social media and review the effectiveness of their efforts.

### Unit 5 Data Modelling

A student will investigate the fundamentals of the decision-making process. They will find out how using data modelling provides the computational ability to compare consequences, and determine a preferred course of action. A student will develop the skills and techniques necessary to create complex spreadsheets in order to produce accurate information that informs decision making. They will examine a scenario and then design, develop and test a spreadsheet; review the spreadsheet and make refinements based on user feedback, providing an evaluation of the effectiveness of the alternatives produced.

## Examinations

A student will complete two externally assessed pieces of work (exam and controlled assessment) and two internally assessed pieces of coursework.

A student will complete a written examination set by Pearson.

A student will complete an externally set task which is marked by Pearson and completed under supervised conditions. They will receive material two weeks prior to the exam to prepare with.

# BTEC Level 3 National Extended Certificate in Sport

## Syllabus

Pearson BTEC Level 3 National Extended Certificate in Sport  
Website: <http://qualifications.pearson.com/en/qualifications/btec-nationals/sport-2016.html>

## Minimum Overall Entry Requirements

For a Vocational pathway a minimum of 6 GCSEs at Grade 4 or above (or Merits or above in vocational subjects) including English and Mathematics is required.

## Minimum Subject Specific Entry Requirements

6 GCSE passes at Grade 4 or above (or Merits at Level 2 BTEC Equivalent). GCSE PE or Level 2 BTEC Sport desirable.

## Course Aims

BTEC Sport aims to provide the opportunity for a student to explore many different aspects of sport. The subject will allow a student to develop knowledge and skills in a mainly classroom setting in preparation for a job in sport or higher level of study at university.

## Course Content

The units that a student will study are:

### Unit 1 Anatomy and Physiology

A student will explore how the skeletal, muscular, cardiovascular and respiratory systems function and the fundamentals of the energy systems.

### Unit 2 Fitness Training and Programming for Health, Sport and Well-being

A student will explore client screening and lifestyle assessment, fitness training methods and fitness programming to support improvements in a client's health and well-being.

### Unit 3 Professional Development in the Sports Industry

A student will explore the knowledge and skills required for different career pathways in the sports industry. They will take part in, and reflect on, a personal skills audit, career action plan and practical interview assessment activities.

### Unit 6 Sports Psychology

A student will explore the psychological dimensions of sport and associated psychological techniques that can be used to enhance performance.

## Examinations

A student will complete two externally assessed units of work:

- A written examination for Unit 1, set and marked externally by Pearson.
- An externally set case study for Unit 2, with allocated preparation time. The assessment will be written under teacher supervision and marked by Pearson.

A student will also complete internally assessed coursework for Unit 3 and Unit 6.





## The Latimer Arts College Sixth Form

*Principal:* Ms Siobhan Hearne

Castle Way  
Barton Seagrave  
Kettering  
Northants  
NN15 6SW

*Telephone:* 01536 720300

*Email:* [mail@latimer.org.uk](mailto:mail@latimer.org.uk)

*Visit our website:* [www.latimer.org.uk](http://www.latimer.org.uk)

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