



# All Saints

## Sixth Form



2018



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Please note that courses with small numbers may not run.

# Timeline for Applications

Information Morning  
11 November 2017

UCAS Progress opens  
27 November 2017

Discussions for all students considering applying  
to All Saints Catholic High School  
November to January

External Applicants  
Complete the online  
application form  
or the common  
application form by  
31 January 2018

All Saints Students  
Complete the online  
application form on  
UCAS Progress by  
22 December 2017

Notification of  
option blocks  
and conditional  
offer of places  
26 February 2018

Notification of  
option blocks  
and conditional  
offer of places  
26 February 2018

Parent/Student  
confirm acceptance  
of offer  
9 March 2018

GCSE results day  
23 August 2018

Induction courses  
September 2018

# Co-ordinated Sixth Form Admission System for External Students 2018/19

The Local Authority and schools are committed to providing a fully co-ordinated admission service for new entry to sixth form schools. The intention is to make the process easier and more consistent for students and parents. Under these co-ordinated arrangements, students are only required to complete a single application and have the opportunity to express up to three preferences. The Authority will then liaise with the schools on behalf of the student in order to determine a single offer. The co-ordinated scheme ensures that open evenings/mornings, closing dates and allocation dates are consistent across all schools.

The Local Authority acts as the co-ordinating body for managing applications on behalf of all external students (students entering the school for the first time) for the following schools:

All Saints Catholic High School, Bradfield School, Forge Valley Community School, High Storrs Community Secondary, King Edward VII Community, King Ecgbert Academy, Notre Dame Catholic High School, Sheffield Park Academy, Silverdale School and Tapton School.

The Local Authority is the “Admission Authority” for High Storrs and King Edward VII Community Schools. It is responsible for determining the admission arrangements for external applicants to both school sixth forms.

The remaining schools are their own “Admission Authority” and responsible for setting their own admission oversubscription criteria, details are provided below.

## Internal Applicants

Students wishing to enter the sixth form of a school that they are already attending have an automatic right to do so as long as they meet the minimum entry criteria.

## The Co-ordinated Admission Arrangements

### Application Procedure

All Sheffield students should have access to UCAS Progress and should make their application through their current school. Please seek further advice from the Head of Year. Application forms can also be obtained from the Local Authority at:

Sixth Form Admission Officer, Inclusion and Learning Service, Floor 5, North Wing, Moorfoot, Sheffield, S1 4PL.

### Available places for External Students

The **minimum** number of places available at All Saints Catholic High School for **external** applicants from September 2018 is 100.

### Exceptional Circumstances

It is important that appropriate provision is made for students in exceptional circumstances. For some applicants the Admission Authority may wish to exercise reasonable discretion for an individual young person who could benefit from the programme offered in the sixth form but because of his/her exceptional circumstances has not met the minimum entry criteria.

These circumstances may include students with English as a Second Language where the current school can demonstrate that the pupil would benefit from attending the sixth form, but may not meet the minimum entry criteria. Any placement in this category would require careful discussion and the views of the school and any potential prejudice to the provision of efficient education and/or the efficient use of resources as a result of the placement would always be considered before a decision is made. The incidence of such cases is expected to be low.

We are aware that exceptional circumstances do sometimes affect students' grades. As such it may be that we make an offer to a student who does not achieve or is not expected to achieve the minimum entry criteria or individual subject criteria.

These exceptional circumstances will be considered on an individual basis and may include long term illness; immediate family bereavement in the examination season. This category may also include students who are or who have been “Looked After” and students with special educational needs and/or physical disability with a requirement for adapted buildings and/or facilities which can only be met at this particular school.

# Admission oversubscription criteria for All Saints Catholic High School

Further descriptions of the categories listed below are detailed in the full admissions policy which is available from the school.

## Criteria for Admission

In each category places will be prioritised for children who are looked after or previously looked after children who are not Catholic. New Regulations introduced within the Admission Code of Practice extend this category to also include students who were looked after but ceased to be so because they were adopted or become subject to a residence order or special guardianship order.

## Category 1

Students in Diocesan secondary schools and other Catholic students.

## Category 2

Other students. Within this category there will be discretion to offer places to students facing exceptional circumstances as described in the Admissions and Oversubscription Criteria for entry to Sheffield Sixth Form schools for External Students – Academic Year 2018-19.

## Oversubscription

In the event of the school reaching capacity mid category, the Governing Body as Admissions Authority will allocate places using a random computer allocation process for all of the students in that category, which will be independently monitored.

If your child is unsuccessful in gaining a place at All Saints Catholic High School, he/she will be placed onto the school's waiting list, which will be maintained according to the school's admissions criteria. Each time a place (or places) becomes available at the school a new round of random allocation will take place to determine a child's position on the waiting list, each time a place being allocated to the child that occupies top position on the waiting list.

## Minimum Entry Requirement

The minimum entry requirements apply equally to all categories:-

In agreement with other schools, this will be based on the criteria set out in the Admissions and Oversubscription Criteria for entry to Sheffield Sixth Form Schools for External Students – Academic Year 2018/19 which sets out grades for students who are predicted to meet the general minimum entry requirement, and subject grades. Within the category there will be discretion to offer places to students facing exceptional circumstances as described in the Admissions and Oversubscription Criteria.

All students must meet a **minimum entry requirement** for entry to the sixth form. For all level 3 courses the minimum entry requirement is **normally 5 or more 4-9 grades at GCSE** including English Language and Mathematics (except under exceptional circumstances).

A further minimum requirement may be set in terms of the **required subject grade** for some specific courses. These indicate the kind of performance at GCSE that is required to be successful in the post 16 course applied for. A table of school subject entry requirements is available in the prospectus.

**For further information regarding admissions, please contact one of the following:**

Mrs Pamela Barnes, Sixth Form Admissions Officer, Local Authority

Email: [pamela.barnes@sheffield.gov.uk](mailto:pamela.barnes@sheffield.gov.uk) Tel: 0114 2930330

All Saints Catholic High School

Email: [enquiries@allsaintslearning.co.uk](mailto:enquiries@allsaintslearning.co.uk) Tel: 0114 2724851

# AQA A Level Art and Design

## About the course

The course is designed to provide students with opportunities to develop personal coursework in response to various project themes and ideas. The work is developed through responding to the work of other artists, experimenting with media, recording ideas and developing personal responses.

The course offers maximum flexibility for students to develop their artistic skills and knowledge, allowing students and teachers to work from their strengths. Students will follow guidelines allowing them to bring together practical, critical and theoretical study using a variety of different materials and processes.

Here at All Saints we aim to develop students' problem solving skills and ability to 'think around' the theme, which we believe will stand them in good stead for higher or further education. At the same time they will become more visually aware of their environment.

## Course Content

### A Level

Component 1 - In-depth project: 60%

Component 2 - A study of a theme that leads to the 15 hour examination: 40%

## Assessment

The two components at A level are assessed internally and moderated externally. The final component is an externally set assignment which includes a 15 hour examination.

## Skills developed and opportunities available

Students explore and develop skills through the four assessment objectives:

- Develop ideas through investigations informed by contextual and other sources, demonstrating analytical and critical understanding.
- Experiment with and select appropriate resources, media, materials, techniques and processes, reviewing and refining their ideas as their work develops.
- Record in visual and/or other forms ideas, observations and insights relevant to their intentions demonstrating a reflective ability.
- Present a personal response demonstrating critical understanding.

Potential careers include all aspects of the creative industries including, expressive arts, graphic design, media, fashion, architecture, illustration, interior design, photography and art therapies.

## Contact

Ms N Stone/Miss J Garrett

**“...Without studying Art and Design at Sixth Form I would never have considered the type of university course that I have embarked upon. It has allowed me to pursue unique career opportunities.”**

# AQA A Level Biology

## About the course

The Biology A Level course builds upon the student's knowledge and understanding gained during GCSE Additional Science and Biology. Biology A Level will give students the skills they need to make connections and associations with all living things around them. Biology literally means the study of life and if that's not important, what is? Being such a broad topic, students are bound to find a specific area of interest.

## Course Content

### A Level

Biological molecules

Cells

Organisms exchange substances with their environment

Genetic information, variation and relationships between organisms

Energy transfers in and between organisms

Organisms respond to changes in their internal and external environments

Genetics, populations, evolution and ecosystems

The control of gene and expression

## Assessment

Biology, like all sciences, is a practical subject. Throughout the course you will carry out practical activities including:

- using microscopes to see cell division
- dissection of animal or plant systems
- aseptic technique to study microbial growth
- investigating activity within cells
- investigating animal behaviours
- investigating distributions of species in the environment

These practicals will give you the skills and confidence needed to investigate the way living things behave and work. It will also ensure that if you chose to study a Biology-based subject at university, you will have the practical skills needed to carry out successful experiments in your degree.

## Skills developed and opportunities available

Students develop skills in applying knowledge, analysing and interpreting data, presenting scientific arguments and ideas, carrying out investigative activities, including appropriate risk management in a range of contents.

The course lays the foundation for any further study of biology or related subjects in higher education. Possible careers include: Medicine, Biochemistry, Veterinary Sciences, Environmental Studies, Genetics, Ecology, Physiotherapy, Nursing, Sports Sciences.

## Contact

Miss E Ellison

**“...I decided to take biology as I enjoyed it at GCSE, as well as in the theory side of PE. The course is really fulfilling and enjoyable. There are many practical sessions and trips to see biology in real life situations.”**

# AQA A Level Business

## About the course

Business is front-page news. The way companies operate is under greater scrutiny than ever before, while TV programmes like Dragon's Den and The Apprentice have raised the profile of Business to a new generation. This course enables students to engage with, explore and understand business behaviour and develop a critical understanding of what Business is and does. Business students therefore study constantly updated topical issues that can generate change for business organisations and the ways in which business responds to these issues.

Here at All Saints we involve our sixth form business students in a number of activities to develop a depth of understanding about how their academic study relates to real life. Students are encouraged to take part in competitions such as the BiG Challenge, which is an opportunity for students to pitch their business ideas, test their products and sharpen their selling skills.

## Course Content

### Year 1

**Business 1** What is business? Leadership and decision making,

**Business 2** marketing, finance, operations and human resource

### Year 2

**Business 1** As above, but also elements considering business

**Business 2** strategy, analysing strategic direction and how to

**Business 3** successfully manage change.

## Assessment

All units are examined; there is no coursework element.

## Skills developed and opportunities available

Students develop skills in applying knowledge and analysing different types of data in order to tackle problems and issues arising from both familiar and unfamiliar situations. Students will enhance their skills in decision making and communication by evaluating various options and reaching judgments, distinguishing and assessing the appropriateness of fact and opinion from a variety of sources.

The course lays the foundation for any further study of business or related subjects in higher education. Possible careers include: Management, Banking, Insurance, Human Resources, Accountancy and Retail.

## Contact

Mr K Jarvis

**“...I was really inspired by the work on Human Resources. It linked to my part time employment and I could see how to apply the ideas. Now I have applied to university to take a degree in HR and Business Management.”**

# AQA A Level Chemistry

## About the course

The course encourages students to develop essential knowledge and understanding of the concepts of chemistry and to appreciate the contributions of chemistry to society.

Practical work is seen as integral to the teaching of the theory and students will carry out practical work within the context of the theory units.

## Course Content

A-Level mathematics is not a requirement to complete the course, however, 20% of the course is based on mathematical skills.

### A Level

#### Physical chemistry

- Atomic Structure, Amount of Substance, Bonding, Energetics, Kinetics, Equilibria, Redox Reactions, Thermodynamics, Rate Equations, Electrode Potentials and Electrochemical Cells; and Acids and Bases

#### Inorganic chemistry

- Periodicity, Alkaline Earth Metals, Halogens, Transition Metals and Reactions of Ions in Aqueous Solution

#### Organic chemistry

- Nomenclature, Alkanes, Halogenoalkanes, Alkenes, Alcohols, Organic Analysis, Isomerism, Aldehydes and Ketones, Carboxylic Acids and their derivatives, Aromatic Chemistry, Amines, Amino Acids, Proteins and DNA, Organic Synthesis, Nuclear Magnetic Resonance Spectroscopy and Chromatography

## Practical Assessment

This is based on marks in the written examination, however practical skills will be assessed by teachers through direct observation of a range of skills and are divided into those that can be assessed in written examinations and those that can only be directly assessed while students are carrying out experiments.

A separate endorsement of practical skills will be assessed by teachers and will be based on direct observations of a student's competency in a range of skills.

## Contact

Mr P So / Mr A Amin

**“...I found the course very interesting especially the practical experiments which are allowing me to develop my handling skills. I am applying to Cambridge University to study Medicine.”**

# OCR A Level

## Computer Science (H446)

### About the course

Computer Science is extremely 'hands on' with the aim of encouraging learners to be inspired, motivated and challenged by following a broad, coherent, practical, satisfying and worthwhile course. It will provide an insight into, and experience of, computational thinking. This will stimulate learners' curiosity and encourage them to engage in problem-solving using computers, emphasising computer programming and algorithms.

### Course Content

Unit 1 contains most of the theoretical content of the qualification and is assessed by written knowledge recall and understanding. This unit builds on the learning from GCSE Computing but accommodates candidates with little Computing background.

Unit 2 builds on the knowledge gained in Unit 1 and additionally covers the understanding of computational thinking and its application in problem solving, plus abstract, procedural, logical and concurrent thinking. In addition, this unit also covers the development of algorithms.

The Unit 3 programming project requires learners to analyse, design, develop, test, evaluate and document a program written in a high level programming language e.g. python, C, Java, Visual Basic. Learners are expected to apply principles from an agile development approach to project development.

### Assessment

Unit 1 - 40% of final grade – written paper covering computer system technologies, data exchange and legal/moral/ethical issues connected to the use of computers.

Unit 2 - 40% of final grade – written paper covering algorithms and the programming elements of computational thinking.

Unit 3 - 20% of final grade – programming project/classwork.

### Skills developed and opportunities available

This course aims to develop the ability to:

- Understand and apply the fundamental principles of computer science e.g. abstraction, decomposition, logic algorithmic and data representation.
- Think creatively and analytically.
- Be innovative and articulate ideas and developments in digital technology.

This course can lead to further and higher level study in many areas including: Computer Science, Computer Forensics and Digital Application of product development.

### Contact

Mr M Linfitt

**“...Computing is not just about learning to use tools or training in a programming language. Thinking computationally is an important life skill, using the reasoning skills of humans and the processing power of computers. Computer Science involves questioning perceived wisdom and has the power to change how we view the world. Many of the great challenges of the future lie with Computer Scientists to solve.”**

# AQA A Level Design and Technology: Fashion and Textiles

## About the course

This creative and thought-provoking qualification gives students the practical skills, theoretical knowledge and confidence to succeed in a number of careers, especially those in the creative industries.

Students will investigate historical, social, cultural, environmental and economic influences on design and technology, whilst enjoying opportunities to put their learning in to practice by producing products of their choice.

Students will gain a real understanding of what it means to be a designer, alongside the knowledge and skills sought by higher education and employers.

## Course Content

A Level Design and Technology: Fashion and Textiles requires students to engage in both practical and theoretical study. This specification requires students to cover design and technology skills and knowledge as set out below. These have been separated into:

- Core technical principles
- Core designing and making principles
- Additional specialist knowledge

## Assessment

### A Level

Paper 1. Written examination: 2 hours 30 mins

Paper 2. Written examination: 1 hour 30 mins

Non Examination Assessment. Substantial design and make task (45 hours).

## Contact

Mrs W Pearson

## Restrictions

Due to the overlapping of course content, it is not possible to study Fashion and Textiles and Product Design at the same time.

**“... This is a varied course, don't be fooled, it's not just about sewing! It allows you to be creative and excel in specific areas.”**

**“...It's fun, hard work and rewarding. It's interesting and you learn about areas you had never thought of e.g., history of costume and industrial methods of production.”**

# AQA A Level Design and Technology: Product Design

## About the course

Product Design is suitable for anyone with an interest in one of the huge range of design and technology related careers, from interior design to advertising, architecture and engineering. It complements many subjects, connecting the arts and sciences together. Students develop an understanding of the complex relationship between materials, design manufacture and marketing. Reflecting the wide ranging activities of professional designers, students have the opportunity to work with modern and “smart” materials and components with an emphasis on sustainable design.

Examinations are restricted to the core content, while students can utilise a wider range of materials such as ceramics, textiles and electronics to enhance their project work. Industrial visits and links with manufacturing companies will provide students with work-related learning opportunities and a greater understanding of the role of designers in industry.

All Saints’ design studios give students the opportunity to work with state of the art equipment and facilities.

## Course Content

### A Level

1. Core technical principles
2. Core designing and making principles
3. Additional specialist knowledge

## Assessment

### A Level

Paper 1: Technical Principles = 30% of A-Level: Examination in June 2.5 hours written paper, 120 marks. Mixture of short answer and extended response.

Paper 2: Designing and Making Principles = 20% of A-Level: Examination in June 1.5 hours written paper, 80 marks. Mixture of short answer and extended response questions.

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

Section B: Commercial manufacture: 50 marks. Mixture of short and extended response questions

Non-Exam Assessment (NEA) = 50% of A-Level: Practical application of technical principles, designing and making principles. Written or digital design portfolio and photographic evidence of final prototype.

## Skills developed and opportunities available

Problem solving and designing skills are core, as well as a variety of key skills. The course can lead to many higher education courses in design and engineering related disciplines, further education and training and a wide range of careers.

## Contact

Mr P Greenwood

## Restrictions

Due to the overlapping of course content, it is not possible to study Product Design and Fashion and Textiles at the same time.

**“...I enjoy solving real-life problems and considering how I can help protect the environment by the things I design and materials I use. We get to do a lot of practical modelling and testing out of our ideas.”**

# Edexcel A Level

## Drama and Theatre

### About the course

This course is designed to follow on from GCSE Drama although it has more emphasis on textual studies. It is important that you are interested in gaining a greater understanding of how theatre and plays work and that you are keen to be involved with performing and the creation of performance.

This course demands practical, creative and communication skills. You will extend your ability to create drama and theatre, either in a production or performance role. The performances you will undertake include group performances, paired and / or solo performances. You will be required to write about drama and to develop your analytical skills to review live theatre and look at a text from a directorial perspective.

### Course Content

#### Component one

Devising Process – 40%

- Students devise a piece of theatre which they then perform.  
They will record the process in a portfolio.

#### Component two

Text for Performance – 20%

- Group performance from a performance text
- Perform a monologue/duologue from a different text

#### Component three

- Theatre Makers in Practice – 40%

### Assessment

#### Component one

This performance and the portfolio will be assessed by the teacher and externally moderated.

#### Component two

This component will be externally assessed by a visiting examiner.

#### Component three

This is an externally set and assessed by a two and a half hour examination.

### Skills developed and opportunities available

This course will enable students to develop key skills, which will be essential to whatever they choose to do afterwards:

- Communication
- Improving own learning and performance
- Problem solving
- Working with others

This course can lead to further study in Drama in Higher Education at degree or HND level. It also complements a range of subjects and is useful in building confidence and improving presentation skills for a range of careers.

### Contact

Mrs N Richardson

**“...Drama is a really enjoyable subject. The course helps you to gain confidence in yourself and you have fun doing it too. Both the practical side and the theory side are equally interesting and informative.”**

# AQA A Level Economics

## About the course

This course examines all aspects of microeconomic and macroeconomic issues which have become high profile recently. The credit crunch, bankers' bonuses and fears of a Euro meltdown are just three topics rarely out of the news in recent years, throwing a light on the importance of and divisions within the discipline. The course will certainly get students thinking. Students will explore current economic controversies and the disagreements between economists in a way that will help them to understand the facts behind the headlines. The renewed interest in the subject has topics that will interest, intrigue and inspire students.

Students will be encouraged to develop a critical approach to economic models and methods of enquiry. They should have good knowledge of developments in the UK economy and government policies over the past 15 years.

## Course Content

### Year 1

Paper 1: The operation of markets and market failure

Paper 2: The national economy in a global context

### Year 2

Paper 1: Markets and market failure

Paper 2: National and international economy

Paper 3: Economic principles and issues

## Assessment

### A Level

3 written examinations of 2 hours, made up of multiple choice, data response, essay and case study questions.

## Skills developed and opportunities available

Students will demonstrate knowledge of terms, concepts, theories and models to show an understanding of the behaviour of economic agents and how they are affected by and respond to economic issues.

They will apply knowledge and understanding to various economic contexts to show how economic agents are affected by economic issues. They will analyse issues within economics, showing an understanding of their impact on economic agents. Finally, they will evaluate economic arguments and qualitative and quantitative evidence to support informed judgments relating to economic issues.

The course lays the foundation for any further study of economics or related subjects. Careers that use economics include Accountants, Diplomats, Management Consultants, Quantity Surveyors, Government Officers, Civil Servants, Financial Analysts, Stockbrokers, and Bankers.

## Contact

Mr K Jarvis

**“...Studying Economics is really making me think! It complements my other subjects and I am considering reading Economics at university.”**

# AQA A Level English Language

## About the course

A Level English Language explores how language operates in our lives, teaching students to analyse and understand the ways we communicate in the contemporary world. The course looks in detail at how language works, where it comes from, and how it changes. Students will analyse a wide range of written, spoken and multimedia texts, exploring how language creates meanings and how it is used to represent individuals and ideas. Students also develop their own writing skills, both creative and critical. The A Level course builds on skills from GCSE, but also includes a lot of new material, including academic linguistic theory, and is quite different from GCSE English Language in both style and content.

## Course Content

Individual and social contexts for language use, including language variations due to gender, power and occupation;

- The diversity of the English language, including its different dialects, accents and sociolects
- How children learn to speak, read and write English
- Changes in language use from 1600 to the present day
- For coursework, students produce a piece of original writing and conduct an academic investigation into an aspect of language of their choice.

## Assessment

Students sit two examinations and complete two pieces of coursework:

Paper 1: Textual variations and representations  
Children's language development

Paper 2: Language diversity  
Language change  
Media writing

Coursework: Language investigation  
Original writing

## Skills developed and opportunities available

Studying English language allows students to develop their ability to express themselves in speech and writing with increasing flair, sophistication and independence. Students will learn to analyse a wide range of texts in detail, investigate linguistic theories and concepts, and develop skills of independent study. These are skills highly valued in the job market and essential in higher education.

The course leads to a qualification which not only facilitates access to a higher education but also a wide range of career opportunities, including teaching, writing, journalism and law.

## Contact

Mr J Caldwell

**“... The course has a variety of different aspects; published texts and your own writing are studied in depth. It is a good course which allows you to use your imagination and be creative.”**

# AQA A Level English Literature

## About the course

Studying for this specification allows students to gain an understanding of how texts can be connected and how they can be interpreted in multiple ways so that they can arrive at their own interpretations and become more confident readers.

## Course Content

### Unit 1 Literary Genres: Aspects of Tragedy

- Students will study the following texts: *The Great Gatsby* by F Scott Fitzgerald, *Death of a Salesman* by Arthur Miller, *King Lear/Othello* by William Shakespeare and a selection of Keats' poetry.
- In this unit students will examine the different types of tragedy and the concepts of the tragic hero amongst other aspects of the genre.
- This unit is assessed by examination.

### Unit 2 Texts and Genres: Crime Writing

- Students will study one modern novel, one pre-1900 text and one bank of poetry.
- In this unit students will examine the social and political issues within the texts and the elements of the genre.
- This unit is assessed by examination.

### Unit 3 Theory and Independence

- This component is designed to allow students to read widely and to choose their own texts.
- The students will study an anthology of critical essays which focus on concepts such as narrative theory, feminist theory and literary value.
- The students will write about two different literary texts. One of the texts must be a poetry text and the other will be prose. They will then produce two essays between 1250-1500 words.

## Assessment

Units 1 and 2 are examined

Unit 3 is assessed through coursework

## Skills developed and opportunities available

This course leads to a qualification which is held in high regard and facilitates access to a wide range of higher education options and a considerable number of career opportunities.

A course in English Literature offers you the chance to acquire skills that are highly valued in the job market. You will learn to analyse complex texts, research challenging topics and present your findings cogently and persuasively, both in discussion and in writing.

## Contact

Mrs J Hallam

**“... The course offers a very broad range of texts to study, allowing you to really enjoy the different aspects of literature. It also offers the opportunity to be free with opinion and interpretation when discussing texts.”**

# AQA A Level French

## About the course

The course is built around the following core content; social issues and trends, political and artistic culture and grammar. Students will also have the choice of studying French literary texts and films.

Students build upon the skills that they have acquired at GCSE level, and learn and understand how to express themselves more fluently in French. French and the French speaking world are studied in depth and students will gain an appreciation of the culture, geography and history behind the language.

Immersion into the language is vital and therefore we encourage students to watch French films, listen to French music, participate in lively debate and do their own individual research. Our students also have the opportunity to take part in French Topic Days and to cook and sample French cuisine!

## Course Content

Paper 1- Listening, reading and writing (40%)

Paper 2- Writing (30%)

Paper 3- Speaking (30%)

## Assessment

All sections of the course are assessed by examination as outlined above.

## Skills developed and opportunities available

The course lays the foundation for any further study of languages or related subjects in higher education. Possible careers include: Business, Management, Banking, Teaching, Translating and the Tourist Industry.

## Contact

Mrs K Bown

**“... I’m really glad I chose French. It seemed hard at first, but it did get easier and the trip to France was brilliant! I’m hoping to get a job where I can travel and use my language skills.”**

# AQA A Level Geography

## About the course

This course emphasises the study of geographical change. This focus on change in both the physical and human environment provides a means of understanding the main principles of geography and acquiring a range of geographical skills.

Here at All Saints we involve our sixth form geography students in a range of topics that address physical, human and environmental issues. Students will be involved in fieldwork where they will be involved in testing hypotheses, collecting primary data, and the study of glacial and coastal landscapes.

## Course Content

In Y12 you will study:

- Hazards
- Global systems and governance
- Water and carbon cycles
- Geographic fieldwork investigation based upon two fieldwork studies (one of which will be residential)

In Y13 you will study:

- Coastal environments
- Changing places
- Population pressure / Resource security
- Geographic fieldwork investigation based upon two fieldwork studies to be continued from Year 12 (one of which will be residential)

## Assessment

Both course content and fieldwork skills will be assessed

Two separate examinations of 2.5 hours

Geographical investigation: to be completed from two separate fieldwork activities. The individual investigation must be based on a question or issue defined and developed by the student relating to any part of the specification content. 3000 – 4000 words

## Skills developed and opportunities available

Students develop skills in applying knowledge; analysing different types of data; approaches to enquiry; recording and presenting evidence; and description, analysis, evaluation and interpretation of evidence.

The course lays the foundation for any further study of geography related subjects in higher education. Possible careers include: management, banking, insurance, air traffic control, journalism, geology, architecture, environmental and conservation management and many other related fields.

## Contact

Mr M Stamp

**“... I chose Geography because it enables me to handle data, solve problems, makes me spatially aware and an independent thinker.”**

# AQA A Level

## Early Modern History

### About the course

The course examines the French Revolution, taking into consideration the growth of democracy and the power of the people. Within unit 1 we study the changing role of the French monarch, the collapse of the ancient regime and the subsequent attempts within France to establish a republic. The second half of the course is a more in-depth study of Napoleon, his empire and domestic reforms.

Unit 2 is a study of the Tudor dynasty, analysing and evaluating the different approaches of the four main Tudor monarchs. This unit focuses on religious, social and economic issues of Tudor England and the differing foreign relations that also take place.

### Course Content

Unit 1 France in Revolution

Unit 2 Tudors

Unit 3 Coursework unit

### Assessment

Units 1 and 2 are examined through two written examinations. Unit 3 is a coursework unit which will be submitted at the end of Year 13.

### Skills developed and opportunities available

History provides a “training of the mind” whereby students can acquire key skills of analysis, interpretation of sources, understanding a coherent point of view and develop razor sharp critical analysis through problem solving.

Equipped with such skills History students can find career opportunities in Law, Journalism, Banking, Business and Commerce, Marketing and Teaching.

### Contact

Miss N Halladay

**Please note:** Due to the overlapping of course content, it is not possible to study Early Modern and Modern World History at the same time.

**“...Studying History at All Saints is great for anyone who enjoyed it at GCSE. There are a wide range of interesting units that give me an understanding of how nations developed and individuals were affected by huge controversial events.”**

# AQA A Level

## Modern World History

### About the course

The course examines key turning points and super power interactions in modern twentieth century world history. Students gain an in-depth understanding of Modern International History and the relations between nations in a worldwide arena of political controversies.

Students will analyse the key events in the emergence, development and end of the Cold War (1945-91). They will analyse the effects of the Korean and Vietnam wars and the changing nature of the conflict between Capitalism and Communism. Students will consider in depth the part played by world leaders and the development of superpower relations. In the British unit, students will consider the development of the British Empire (1857-1914) and Imperialism (1857-1890). They will also analyse Liberal Rule and the changes throughout this period.

### Course Content

Unit 1 The Cold War

Unit 2 The British Empire

Unit 3 Coursework Unit

### Assessment

Units 1 and 2 are examined through two written examinations. Unit 3 is a coursework unit, which will be submitted at the end of Year 13.

### Skills developed and opportunities available

History provides a “training of the mind” whereby students can acquire key skills of analysis, interpretation of sources, understanding a coherent point of view and develop ‘razor sharp’ critical analysis through problem solving.

Equipped with such skills History students can find career opportunities in Law, Journalism, Banking, Business and Commerce, Marketing and Teaching.

### Contact

Mrs E Rhodes

**Please note:** Due to the overlapping of course content, it is not possible to study Early Modern and Modern World History at the same time.

**“... The units studied give me a real understanding of the skills of History and the development of Modern Nations and Politics. I have enjoyed it so much that I have decided to read History at University.”**

# Edexcel A Level Mathematics and Further Mathematics

## About the course

The course covers many areas of mathematics and enables the students to acquire knowledge and skills with confidence, satisfaction and enjoyment. This involves studying Pure Mathematics as a continuation and development of GCSE work and developing skills to model real-life situations mathematically in Mechanics and Probability & Statistics. The course inherently develops the key transferable skills of solving problems from a variety of starting points.

We involve our sixth form mathematics students in extra-curricular activities such as the National Senior Mathematics Challenge and The Pop Maths Quiz at Sheffield at Hallam University.

## Course Content

### Mathematics

Pure Mathematics 67%

Mechanics and statistics 33%

### Further Mathematics

Pure mathematics 100%

## Assessment

### Mathematics A Level

Paper 1: Pure mathematics 2 hours

Paper 2: Pure mathematics 2 hours

Paper 3: Statistics and mechanics 2 hours

### Further Mathematics A Level

Paper 1 Pure mathematics 1.5 hours

Paper 2 Pure mathematics 1.5 hours

Paper 3 Option 1.5 hours

Paper 4 Option 1.5 hours

Calculators are expected to be used in all examination papers.

## Skills developed and opportunities available

Students develop skills in applying knowledge and recognising its significance to other disciplines, solving complex problems by breaking them down into simpler stages, analysing different types of data, and developing mathematical reasoning.

The course lays the foundation for any further study of mathematics or related subjects in higher education. Possible careers include: Engineering, Banking, Accountancy, Teaching, Public Service, Commerce, Politics, Insurance, Research, Computing, Business.

## Contact

Mr B Plowman

**“...I really enjoyed mathematics at GCSE and thought that Mathematics would complement my other A Levels.”**

**“... Mathematics A Level will also enable me to apply for some of the higher paid jobs! It is hard, but you get a lot out of it if you persevere.”**

# AQA A Level Music

## About the course

The course will provide students with the knowledge and experience required for all forms of further and higher education. It will give them knowledge, and encourage appreciation of, music genres in all contexts. This course enables students to choose a path which best suits their needs which could be within the music industry, academic study, or for interest. It will give them a life-long enjoyment and understanding of music as a listener or performer, at any level.

## Course Content

Component 1 Appraising Music 40%

Component 2 Performance 35%

Component 3 Composition 25%

## Assessment

Component 1 is assessed in a listening examination. The performance and composition elements are assessed externally.

## Skills developed and opportunities available

Students will develop practical skills in music-making activities including performing, composing and aural skills. Our brand new music suites will enable students to take advantage of the schools music technology resources and practice facilities. The department hosts a number of showcases and performance opportunities throughout the year and runs a variety of extra-curricular activities.

## Contact

Mr T Elliott/Miss T Cullen

**“... Music is a challenging and creative subject. Studying Music has not only furthered my technical musical ability, but has also helped me with performing music out of school.”**

# AQA A Level Physical Education

## About the course

Students develop knowledge in the physiological and the psychological factors that can affect, improve and develop sports performance. Students will also develop knowledge of contemporary issues within PE and sport, and will gain an insight into the detailed analysis of sports performance.

There will be practical / written coursework as well as examinations at the end of the course.

## Course Content

- Applied anatomy and physiology
- Skill Acquisition
- Sport and Society
- Exercise physiology
- Biomechanical movement
- Sports psychology
- The role of technology in physical activity and sport

## Assessment

Component 1: Factors affecting participation in physical activity and sport. Written examination. (35%)

Component 2: Factors affecting optimal performance in physical activity and sport. Written examination. (35%)

Component 3: Non-examined assessment of practical performance in physical activity and sport. Written / verbal analysis and evaluation of performance. (30%)

Please note, in order to excel within the practical assessments, regular competitive participation within sport (as either performer, coach or official) is highly recommended.

## Skills developed and opportunities available

The course lays the foundation for any further study of sport, leisure, coaching, teaching, physiotherapy or related subjects in higher education. Possible careers include: PE teaching, Sports Development and Management, Sports Coaching, Physiotherapy or Professional Sports performer.

## Contact

Mr D Young/Miss K Bradshaw

**“...The course laid the perfect foundation for my Physiotherapy Degree and, because of my interest in sport, I really enjoyed this course.”**

# AQA A Level Physics

## About the course

The Physics A Level courses build upon the student's knowledge and understanding gained during GCSE studies in Physics. Both years are divided into modules but all are assessed at the end of the course.

In Year 12 students study five compulsory units covering a range of physical principles and practical skills. There are an additional four compulsory units and an optional block in Year 13 that utilises our departmental specialism, Astrophysics.

## Course Content

### Year 12

Unit 1 Measurements and their errors

Unit 2 Particles and radiation

Unit 3 Waves

Unit 4 Mechanics and energy

Unit 5 Electricity

### Year 13

Unit 6 Further mechanics

Unit 7 Thermal physics

Unit 8 Fields

Unit 9 Nuclear Physics

Unit 10 Optional module- Astrophysics

## Assessment

The A Level course is assessed in three 2 hour examinations. Paper one assesses Year 12 content (units 2-5) and unit 6; paper 2 comprises unit 7-9 (but assumes knowledge from 2-5); paper three covers practical and data analysis skills from unit 1 and the Astrophysics unit. The A level course itself contains twelve required practical activities which are assessed in the exams and result in a separate "Practical Endorsement" as evidence of the skills students have acquired.

## Skills developed and opportunities available

Students develop skills in problem solving, applying knowledge, analysing data, as well as gaining the practical skills needed for university and future careers.

The course lays the foundation for any further study of physics or engineering related subjects in higher education. Possible careers include: engineering, astronomy, medicine, electronics, computing, manufacturing, veterinary science.

## Contact

Mr C Ince

**"... I enjoy linking my knowledge of the very smallest objects like neutrinos to the very largest like stars and galaxies. My A\* grade at A Level has allowed me to study the subject further at university."**

# AQA A Level Psychology

## About the course

Psychology is 'the scientific study of behaviour and mind in humans and animals'. This course is designed to introduce students to various branches of psychology including:

- Cognitive
- Developmental
- Physiological
- Social
- Psychopathology

## Course Content

### A Level

This course consists of the following:

Three two hour examinations at the end of the two years, each paper has an equal weighting

- Paper 1: Social influences, Attachment, Memory and Psychopathology
- Paper 2: Approaches, Biopsychology and Research methods
- Paper 3: Issues, Debates, Gender, Stress and Aggression

## Assessment

A Level examination papers consist of: multiple choice, short answer and extended writing - 16 mark essays.

## Skills developed and opportunities available

Students learn to be critical thinkers, to analyse, to assess and to draw informed conclusions. They will be able to develop and sustain logical arguments. They will also be able to evaluate research methods.

The course can lay the foundation for many higher education courses and professional training. Those seeking to study Psychology at a higher level find employment in a wide range of occupations in both the public and private sector.

## Contact

Ms L King

**“... I was looking to study something different and Psychology goes really well with the other sciences I study. I particularly like the fact that the theory is always applied to real life, such as improving the use of eyewitness testimonies, stress management and understanding eating disorders.”**

# OCR A Level Religious Studies

## About the course

This course explores a variety of ethical and philosophical areas of study looking to expand students' ability to 'think' properly. It covers the thoughts of Plato and Aristotle through to modern day contributions. Students will develop an attractive range of skills in the eyes of future employers within their studies, not least interpretation, application and critical analysis.

During the course there are opportunities to take part in educational visits to listen to key modern thinkers at universities to develop understanding and examination skills.

## Course Content

### Philosophy of Religion

- ancient philosophical influences
- the nature of the soul, mind and body
- arguments about the existence or non-existence of God
- the nature and impact of religious experience
- the challenge for religious belief of the problem of evil
- ideas about the nature of God
- issues in religious language

### Religion and Ethics

- normative ethical theories
- the application of ethical theory to two contemporary issues of importance
- ethical language and thought
- debates surrounding the significant idea of conscience
- sexual ethics and the influence on ethical thought of developments in religious beliefs

### Developments in Religious Thought (Christianity)

- religious beliefs, values and teachings, their interconnections and how they vary historically and in the contemporary world
- sources of religious wisdom and authority
- practices which shape and express religious identity, and how these vary within a tradition
- significant social and historical developments in theology and religious thought
- key themes related to the relationship between religion and society

## Assessment

All units are assessed by written examination; there is no coursework element. Each exam is equally weighted and will include extended answers.

## Skills developed and opportunities available

Students develop skills in the full learning spectrum. Highly important are critical analysis and evaluation. Interpretation of data and clear communication are also vital for success.

The course lays the foundation for further study of any Social Science degree.

Possible careers include: anything that involves working with people! Key areas are Law, Social Services, Teaching, Journalism and Media.

## Contact

Miss H Middleton

**“...The course can get you in a real tangle when you're learning something complex, but you want to fight your way out when a Theologian/Philosopher is arguing something you don't agree with!”**

# AQA A Level Sociology

## About the course

Sociology can be defined as ‘the science of society’. Society affects our entire lives from cradle to grave. Sociology investigates the influences that society has on all of us. Through this subject we aim to consider how groups interact and raise crucial questions such as:

- Why are some groups more powerful than others?
- Why do we do as we are told?
- Why do some people achieve more than others?

The course examines key aspects of society such as Culture and Identity, the Mass Media, Education, Religion, Crime, Deviance and Theory and Methods. Students are presented with a wide range of learning opportunities including role-play, debates and student presentations. We also attend conferences and draw on the skills of guest speakers.

## Course Content

### A Level

Component 1 Education with Theory and Methods in context

Component 2 Topics in Sociology : Families and Households, Beliefs in Society

Component 3 Crime and Deviance, Theory and Methods

## Assessment

A Level examination papers consist of: 10 mark outline, explain and analyse questions and extended writing - 20 and 30 mark essays.

## Skills developed and opportunities available

Students learn to be critical thinkers, to analyse, assess and to draw informed conclusions. They will also be able to develop and sustain logical arguments. They will gain confidence in applying sociological concepts to contemporary issues and events.

The course can lay the foundation for many higher education courses and professional training. Those seeking to study sociology at a higher level may find employment in business, government, research, education and caring settings.

## Contact

Ms L King

**“...I have found the course varied and interesting. It is hard at first; especially trying to understand theories like Marxism and Feminism, but it gets easier. It goes really well with my other subjects, Religious Studies and English.”**

# AQA A Level Spanish

## About the course

The course is built around the following core content; social issues and trends, political and artistic culture and grammar. Students will also have the choice of studying Spanish literary texts and films.

Students build upon the skills that they have acquired at GCSE level, and learn and understand and to express themselves more fluently in Spanish. Spanish and the Spanish speaking world are studied in depth and students will gain an appreciation of the culture, geography and history behind the language.

Immersion into the language is vital and therefore we encourage students to watch Spanish films, listen to Spanish music, participate in lively debate and do their own individual research. Our students also have the opportunity to take part in Spanish Topic Days and to cook and sample Spanish cuisine!

## Course Content

Paper 1- Listening, reading and writing (40%)

Paper 2- Writing (30%)

Paper 3- Speaking (30%)

## Assessment

All sections of the course are assessed by examination as outlined above.

## Skills developed and opportunities available

The course lays the foundation for any further study of languages or related subjects in higher education. Possible careers include: Business, Management, Banking, Teaching, Translating and Tourist Industry.

## Contact

Mrs K Bown

**“...I love studying the cultural and historical parts of Spain and debating in Spanish has been really interesting!”**

**“...I have enjoyed studying Spanish. It’s not just about the language; you get to find out about life in Spain and Latin America as well. I hope to travel when I leave school and knowing the language will be really useful.”**

# AQA Level 3 Extended Certificate

## Applied Science

### About the course

#### Equivalent to 1 A Level

This qualification will provide learners with a broad understanding of vocationally-related sciences to support progress to higher education. It is suitable for studying alongside substantial academic science qualifications, such as A-level sciences or other Level 3 vocational qualifications. This qualification can also prepare learners to take up employment in the applied science sector, either directly after achieving the qualification or via higher education.

Studying this qualification will enable learners to develop their knowledge and understanding of scientific principles, as well as those scientific practical skills recognised by higher education institutions and employers to be most important. The qualification offers learners an opportunity to develop transferable skills such as problem-solving, research and communication as part of their applied learning.

### Course Content

#### Level 3 Extended Certificate in Applied Science

##### Unit summary

- 1 Key concepts in science
- 2 Applied experimental techniques
- 3 Science in the modern world
- 4 The human body
- 5 Investigating science

##### Optional: learners study one of the three options below

- 6a Microbiology
- 6b Medical physics
- 6c Organic chemistry

### Assessment

#### Mandatory

- 1 Key concepts in science - Written examination
- 2 Applied experimental techniques - Portfolio
- 3 Science in the modern world - Written exam with pre-release material
- 4 The human body - Written examination
- 5 Investigating science - Portfolio

#### Optional

- 6a Microbiology - Portfolio
- 6b Medical physics - Portfolio
- 6c Organic chemistry - Portfolio

### Skills developed and opportunities available

The AQA Level 3 Extended Certificate in Applied Science has been developed with a wide range of higher education institutions to ensure that the best possible progression opportunities are available to courses at Foundation and/or BSc degree level.

As this qualification contains both examined and assignment-based assessment (both externally and internally assessed), the learner should be better prepared to adjust to the learner-centred ethos of higher educational study.

### Contact

Mr S Davies

# WJEC Level 3 Certificate

## Food Science and Nutrition

Equivalent to 1 A Level

### About the course

This is an Applied General qualification designed to primarily support learners progressing to university. It is mainly designed for those wanting to pursue careers or learning in related areas such as the food production industry. The range of units available would support learners' progression from study at Level 2, but in particular GCSEs in Food and Nutrition, Catering and Hospitality, Biology, Physical Education and Humanities.

### Course Content

One mandatory unit is studied for the certificate which comprises four Learning Outcomes;

L01 – Understanding the importance of food safety

L02 – Understanding properties of nutrients

L03 – Understanding the relationship between nutrients and the human body

L04 – Be able to plan nutritional requirements

### Assessment

The course is assessed by a 90 minute examination; plus 15 minutes reading time.

L01, L02, L03 and L04 are internally assessed during the delivery of the course.

### Skills developed and opportunities available

By studying for this certificate alongside other relevant Level 3 qualifications, learners will gain the required knowledge to use the qualification to support entry to higher education courses such as:

- Human Nutrition
- Public Health Nutrition
- Food Science and Technology

Level 3 Food Science and Nutrition qualifications allow students to gain a wealth of knowledge about the food and nutrition industry. Students will have the opportunity to learn about the relationship between the human body and food as well as practical skills for cooking and preparing food.

Students will be able to consider employment in a range of different industries including the food and drink sectors of hospitality, catering, food production and food retail.

### Contact

Mrs S Hirst / Mrs K Skinner

**“...I have really enjoyed studying Food and have applied for a Food degree at Sheffield Hallam University.”**

# Edexcel BTEC National Level 3 Foundation Diploma in Health and Social Care

Equivalent to 1.5 A Levels

## About the course

The BTEC National is a flexible, up to date vocational course. This qualification is designed to support progression to higher education.

## Course Content

Unit 1. Human Lifespan Development

Unit 2. Working in Health and Social Care

Unit 3. Meeting Individual Care and Support Needs

Unit 4. Physiological Disorders and their Care

Unit 5. Principles of Safe Practice

Unit 6. Psychological Perspectives

## Assessment

Units 1 and 2 are externally assessed tasks.

The other units are coursework units which are assessed by teachers at school.

## Skills developed and opportunities available

BTECs embody a learner centred approach to the curriculum with a focus on the holistic development of practical, interpersonal and thinking skills required to be able to succeed in employment and higher education. Students acquire knowledge, understanding and skills that will be recognised and valued.

Many students who choose this course go on to study for degrees in nursing, midwifery, social work, occupational therapy, paramedic practice or other health and social care related subjects.

## Contact

Mrs M Ludlow / Mrs T Harrison

**“...I enjoyed applying the observations I made at a care home to my report writing. This really helped me to see care work from a service user’s view point. I now understand how important practitioner roles are in ensuring that service users are treated in the correct manner.”**

**“...I am interested in midwifery or social work as a career. This course gives me the skills, knowledge and understanding I will need for whichever degree I choose.”**

# Edexcel BTEC National Level 3 Extended Diploma in Health and Social Care

Equivalent to 3 A Levels

## About the course

The BTEC National is a flexible, up to date vocational course. This course is designed for students who wish to pursue a career in Health, via higher education to access graduate-led occupational areas. It has been designed as an in-depth study of the health and social care sector.

## Course Content

- Unit 1. Human Lifespan Development
- Unit 2. Working in Health and Social Care
- Unit 3. Anatomy and Physiology
- Unit 4. Research in Health and Social Care
- Unit 5. Meeting Individual and Support Needs
- Unit 6. Work Experience \*
- Unit 7. Principles of Safe Practice
- Unit 8. Promoting Public Health
- Unit 9. Physiological Disorders
- Unit 10. Understanding Mental Well being
- Unit 11. Assessing Children's Development Support Needs
- Unit 12. Psychological Perspectives
- Unit 13. Supporting Individuals with Additional Needs

## Assessment

There is a wide range of vocational assessments including assignments, tasks and written exams.

## Skills developed and opportunities available

This course allows the student to learn independently, to research actively and methodically, to give presentations and to be active group members. Students also develop skills in reading technical texts, effective writing, analytical skills and being able to prepare for assessment methods used in degrees.

*\* Students who choose this course will undertake a mandatory placement of one half day a week in a chosen health or care setting. A DBS check is required.*

## Contact

Mrs M Ludlow / Mrs T Harrison

**“... I want to be a children's nurse, and I think the skills I am developing on this course will help in my future career. The work experience unit allows me to see the practical application of things I learn at school.”**

**“... This course gave me a good insight into areas of Health and Social Care that I had not previously considered as possible careers. I enjoyed my placement so much that I applied to study Mental Health Nursing and got in!”**

# Edexcel BTEC Level 3 National Extended Certificate in Performing Arts (Dance)

Equivalent to 1 A Level

## About the course

This course is designed to develop learners' ability in the performing arts through effective use and combination of the knowledge and skills gained in different parts of the programme.

The course is compiled in such a way that the Extended Certificate is equivalent to one A Level. The course offers a variety of units that cover Technique, Choreography, Performance and Analysis within Dance.

Each unit will have an overall grade awarded of a pass, merit or distinction. The overall points will be calculated at the end of the course. The total points achieved from internally assessed units will be combined with the points from the externally assessed units.

## Course Content

### BTEC Level 3 National Extended Certificate in Performing Arts (Dance) 4 units

Mandatory units

- Investigating Practitioners' Work (Mandatory Synoptic - Externally assessed)
- Developing Skills and Techniques for Live Performance (Mandatory - Internally assessed)
- Group Performance Workshop (Mandatory - Externally assessed)

### Optional Unit chosen by the school

- Contemporary Dance Technique (Internally assessed)

## Assessment

All Units are assessed via externally and internally assessed assignment tasks and performances.

## Skills developed and opportunities available

Students develop technical skills within dance, performance and choreography. Students investigate the work of performing arts practitioners; develop critical analysis skills and a contextual understanding of how practitioners communicate themes in their work. They will be researching, evidencing and presenting their information both practically and in a written form.

The course lays the foundation for any further study of dance or related subjects in higher education. Possible careers include: Dance Coach, Physical Education/Dance Teacher, Sport/Dance Development Officer or any other position linked to dance.

## Contact

Miss R Ashcroft

**“...The course offers the chance to learn many different dance styles. You have the opportunity to work with professional dance artists”**

# Edexcel BTEC Level 3 National Extended Diploma in Sport and Exercise Science

Equivalent to 3 A Levels

## About the course

This course examines all aspects of sport and exercise science including – anatomy, physiology, and psychology in sport, sports injuries, massage and nutrition, fitness training and testing, and many other aspects of the sport, leisure, performance or fitness industry.

The specification consists of four externally assessed units and nine internally assessed units over the course of two years.

Each internal assessment through the submission of assignments will have an overall grade awarded of a pass, merit or distinction. The overall points will be calculated from the total points achieved from internally assessed units combined with the grade points from the external assessments.

## Course Content

### 8 Mandatory Units

1. Sport and Exercise Physiology
2. Functional Anatomy
3. Applied Sport and Exercise Psychology
4. Field and Laboratory-based Fitness Testing
5. Applied Research Methods in Sport and Exercise Science
6. Coaching for Performance and Fitness
8. Specialised Fitness Training
12. Sociocultural Issues in Sport and Exercise

\*3 units must have employer involvement.

### Optional Units

10. Physical Activity for Individual and Group-based Exercise
11. Sports Massage
13. Nutrition for Sport and Exercise Performance
14. Technology in Sport and Exercise Sciences
15. Sports Injury and Assessment

## Assessment

Units 1, 2, 3 and 13 are externally assessed. All other units are internally assessed through assignment submission.

## Skills developed and opportunities available

Students develop skills in application of knowledge, analysing and evaluation of performance, practical performance, report writing and researching, evidencing and presenting their information. Students will also have the opportunities to gain valuable work experience and meet professionals in the sporting sector.

The course lays the foundation for any further study of sport or related subjects in higher education. Possible careers include: Sports Coach, PE Teaching, Leisure Facility Manager, Sports Development Officer or any other position linked to the sport, leisure or fitness industry.

## Contact

Mr B Morgan

**“...I love sport and wanted to further my education in this area. I am really enjoying the course which is diverse and interesting. I would like to go on to university to study for a Sports Science degree and then to teach PE.”**

# Entry Requirements

The standard entry requirement for the sixth form is 5 GCSEs at grades 4 to 9 (A\* to C) including English Language and mathematics.

The following is a list of additional specific requirements for some subjects:

Course	GCSE Requirements
Art and Design	5 in Art or Graphics
Biology	6 in Biology or 6 and 6 in the Combined Award Science. 5 in Mathematics
Business	Grade C in GCSE Business Studies if taken
Chemistry	6 in Chemistry or 6 and 6 in the Combined Award Science 5 in Mathematics
Computer Science	5 in Mathematics and 4 in Computing if taken
Design & Technology: Fashion and Textiles	C in Textiles or relevant Design Technology Subject
Design & Technology: Product Design	B in a relevant Design Technology subject such as Product Design or Resistant Materials
Drama and Theatre	4 in Drama if taken
Economics	5 in English Language and Mathematics
English Language	5 in English Language
English Literature	5 in English Language and 5 in English Literature
French	6 in French
Geography	4 in Geography if taken
History	4 in History if taken
Mathematics and Further Mathematics	Mathematics - 6 in Mathematics Further Mathematics - 7 in Mathematics
Music	5 in GCSE Music or Merit in BTEC Music/Performing Arts or Grade 5 (ABRSM or equivalent on first study instrument)
Physical Education	5 in GCSE Science and a 4 grade in PE / BTEC equivalent. Pupils must also regularly take part in at least one sporting activity outside of school at a high level.
Physics	6 in Physics or 6 and 6 in the Combined Award Science. 5 in Mathematics
Psychology	5 in GCSE Psychology if studied, 5 in English Language and 4 in Science
Religious Studies	5 in English Language and 5 in Religious Studies
Sociology	5 in English Language
Spanish	6 in Spanish
Applied Science	5 in Science (5 in Biology, Chemistry and Physics or 5 and 5 in the Combined Award Science) and 5 in Mathematics
Food Science and Nutrition Certificate	C or Merit in Food or related subject at GCSE / BTEC, if taken
BTEC Health and Social Care	Merit in BTEC Health and Social Care if taken, 4 in Health and Social Care GCSE, if taken
BTEC Performing Arts (Dance)	Merit at Level 2 BTEC if taken / 4 grade in GCSE Dance, if taken
BTEC Sport and Exercise Science	Merit at Level 2 BTEC if taken / 4 grade in GCSE PE, if taken

**DARE TO DREAM AND EXCELLENCE WILL FOLLOW AT ALL SAINTS.** IF YOU WANT TO BE PART OF OUR AMBITION TO HELP YOU SUCCEED, WE WOULD VERY MUCH LIKE TO HEAR FROM YOU.



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