

BACKWELL SCHOOL
Backwell, Bristol, BS48 3BX

Telephone: 01275 463371
Fax: 01275 463077
Email: mailbox@backwellschool.net
Web: www.backwellschool.net

Head teacher: Jon Nunes MA

Dear Student

Sixth Form courses

At Backwell School we have always shaped each course in the Sixth Form to suit the individual, his or her needs, skills and future intentions. We use the Sixth Form interview to help students find the combination of subjects that is right for them.

In this booklet we have started with a general introduction to Sixth Form subjects and explained what sort of considerations you need to bear in mind as you decide which subjects to choose. Then we have provided you with detailed information about the individual subjects themselves. At the end there is information about transport and financial assistance.

We are sure that you will give careful consideration to the important decisions you have to make. It is our intention that the information we give you here, together with an individual interview, will help you to make the right choices. We hope you will select Backwell, and we look forward to working with you to help you achieve the goals you set yourself, not only in the next two years but in the life ahead of you.

Further copies of this brochure and application forms are available via e-mail or from our website. Please use the addresses above.

Please join us at our Sixth Form Open Evening on Thursday 17 November to find out more.

Yours sincerely



Toby Rome
Head of Sixth Form

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Programmes of Study at Backwell Sixth Form

We offer a suite of courses at Level 3 (A Level or equivalent). The normal allocation for Year 12 students will be three two-year courses plus either the Extended Project Qualification or an additional AS Level.

Students achieving mostly A or A* grades at GCSE may choose to study four A Levels, and requests of this nature will be discussed at interview. However, it is worth noting that for even the most competitive courses, university offers tend to be based on the best three subjects only. Therefore it is usually advisable for students to specialise than spread their efforts too thinly. Please see the Frequently Asked Questions and Pen Portraits later in this booklet for further guidance.

Two Year Courses

Students should select either three or four of these courses from the wide selection offered. It is possible to study either just A Levels or a mixture of A Levels and vocational qualifications.

A Levels

Following a drawn-out period of change in the structure of sixth form courses, things are starting to settle down. Every subject at A Level is now a two year linear course, with all of the assessment at the end of Year 13. Grades available vary from A* to E; this represents an equivalent range of ability to that covered by grades A* to C at GCSE.

Cambridge Technicals and Level 3 Extended Certificates

These are Level 3 courses equivalent to A Level standard. Students focus on areas of the subjects in an applied way. Assessment is through six or more units over the two years, including a final exam at the end of the course. All these courses have been designed in conjunction with employers and universities. We have chosen qualifications which will help students access the appropriate pathway in Higher Education, training and employment. Successful students are awarded either Distinction Star (equivalent to A* at A Level), Distinction (A), Merit (C) or Pass (E).

One Year Courses

Unless they are taking a fourth A Level, students should choose one of the following courses to supplement their programme of study in Year 12. (Students taking four A Levels may also consider taking the EPQ.)

The Extended Project Qualification (EPQ)

The EPQ is a standalone qualification designed to extend and develop students' skills in independent research and project management. It is worth exactly half of an A Level and is graded A* to E. The EPQ requires students to carry out research on a topic of their own choice; it may extend, but not replicate, their other qualifications. They then use this research to produce either an extended written report or a practical outcome. A student can take inspiration from something studied in class or something completely unrelated to their studies, such as a hobby. Where students have a particular future plan in mind, it is often beneficial to link this to their choice of EPQ topic. There is a full explanation of the EPQ on the following page.

AS Levels

Once equivalent to half a full A Level, the change to a linear structure means that AS Levels are now worth around 40% in terms of the university tariff system. They are assessed by examinations in May of Year 12 and are graded from A to E (there is no A* grade at this level). Where appropriate, a student may decide to study an AS Level instead of an EPQ (for example taking AS Level Mathematics to support three scientific A Levels). Please note that due to the changes in course structure, we are only able to offer the following subjects at AS Level: Mathematics, Further Mathematics, Modern Languages and Music.

The Extended Project Qualification (EPQ)

What is the Extended Project?

The EPQ is a relatively new qualification that has been especially welcomed by universities, as it enables students to study a subject of their choice in more depth. Employers have also responded well to the introduction of the qualification, as it encourages students to become more independent in areas such as planning and time management.

Students will be expected to research and complete their project (often an extended essay or dissertation, but it can be a creative or practical outcome) and deliver an assessed presentation on their work. Students must also complete and submit a project log, providing details of their research and how their project developed. At the end of the course they will be awarded a qualification worth half an A Level.

How useful is the Extended Project Qualification?

It is an excellent way of setting candidates apart from their peers in the increasingly competitive world of Higher Education and employment. The Extended Project allows for a significant input into the choice and design of an extended piece of work and enables them, as an individual or group member, to take responsibility for a defined task.

The EPQ is increasingly valuable for those applying to Higher Education. It allows students to demonstrate independence and extra commitment to their chosen area of study – especially at interview. Consequently, top universities value it greatly; some routinely give alternative offers to students who have studied the EPQ. Students who get a ‘points offer’ from university will also benefit from studying the Extended Project. It attracts half as many points as a full A level. Thus a student with an offer of 96 points needs three ‘C’ grades at A level, but if they have a ‘C’ in the Extended Project the necessary grades at A Level would only be CDD.

Learners will develop skills, knowledge and understanding that they will be able to use when tackling similar projects in future study or employment contexts. For example, different types of project feature within a variety of higher education courses, including academic research such as dissertations, practical investigations and creative and technological projects. In employment, there is an increasing trend towards management through the use of projects of various sizes and duration, enabling companies to respond flexibly to change and capitalise on the creativity of their employees. Project-based work is a key feature of business, social and community enterprises.

How will the Extended Project be taught and assessed?

Work on the EPQ will follow this schedule:

Introduction and Core Skills	Term 1 of Year 12
Initial Planning and Project Proposal	Term 2 of Year 12
Planning Review	Term 3 of Year 12
Mid-Project Review	Term 4 of Year 12
End of Project Review	Term 5 of Year 12
Presentations	Term 6 of Year 12
Marking and moderation	Term 1 of Year 13

Students will learn through lectures, classes, seminars and individual tutorials. Each student will be assigned a Project Supervisor - a member of teaching staff who will guide them through the project. Because the project is submitted at the end of Year 12, students will be able to focus fully on their A Levels in Year 13. This timing also ensures that projects are complete ahead of any relevant interview for higher education or training.

Planning Your Study Programme

How to choose your subjects

Many of you will want to continue with subjects that you are good at or enjoy. If so, one obvious person to talk to is your current teacher. However, aptitude and entry requirements are not the only considerations. Some Sixth Form subjects are not taken at GCSE – are there new subjects that you are overlooking? Some subjects go well together, like Biology and Chemistry, Physics and Mathematics. If you have a chosen career direction, which kinds of subjects are required or preferred? If you want to go to university, are there particular A Level subjects that you need to study in order to qualify for your university course? In some cases it will not be enough just to study the degree subject at A Level; other subjects will be needed too. For example, many degree courses in Physics require A Level Mathematics as well as Physics.

If you are thinking of university, you can check out entry requirements on the UCAS website www.ucas.com. Click on 'Course Search' to find out the details for subjects you might want to study at university.

The following is an introductory guide to certain university courses. Remember it is essential to check the full details for yourself.

University subject	Guidelines
Engineering	Often Mathematics and Physics required. Sometimes other sciences too, depending on your specialism.
Law	A conditional offer is likely to include very high grades, but no particular subject requirement. However subjects especially favoured by Law Admissions Tutors include History, English Literature, Maths and Modern Languages.
Medicine	At least two A Level sciences are usually required, often Chemistry and Biology. Many universities now welcome an Extended Project with a medical theme, others value a fourth full A Level. Do a course search on "Medicine" as described above.
Nursing	Degree courses often require Science A Levels, especially Biology. Do a course search on "Nursing" as described above.
Science	Science and Mathematics A Levels. Individual subjects differ, so you need to check them out. For example, some Biology courses require Chemistry too, and some Biochemistry courses look for Biology, Chemistry and Mathematics.
Teaching: Primary	A*-C GCSE grades in English, Mathematics and Science required. If you plan to apply for a BEd degree you should take at least one, preferably two, A Level subjects related to the primary curriculum.
Teaching: Secondary	A*-C GCSE grades in English and Mathematics required. If you take a degree prior to teacher training, the degree subject must be relevant to the curriculum subject you want to teach.
Veterinary Science	Generally Sciences and Mathematics at A Level, especially Chemistry and Biology. Very competitive, both in terms of grades and experience expected. Do a course search on "Veterinary" as described above.

Minimum Entry Qualifications

To study Level 3 Courses (A Levels or Equivalent)

A minimum of five GCSEs at grade 5/C including English at grade 5. Students who do not meet this minimum standard will still be considered in the light of the suitability of their option choices.

Qualifications equivalent to GCSE will be considered in the light of proposed subject choice.

At least grade C, preferably B or A, at GCSE in the subjects which you wish to study at A Level. Where the subject was not available at GCSE, any comparable subjects are taken into account.

Additional requirements for specific subjects

Subject	Normal GCSE requirement
Applied Science	CC in Sciences and 4 in Mathematics
Biology	B in the exam components of two sciences (Double Science or Biology and one other science), plus 5 in Mathematics
Business	4 in Mathematics and 5 in English
Chemistry	B in the exam components of two sciences (Double Science or Chemistry and one other science), plus 6 in Mathematics
Computing	6 in Mathematics
Economics	5 in Mathematics and 6/B in an essay-writing subject (English, History, Sociology or Religious Studies)
English Language and English Literature	5 in the corresponding GCSE course
Further Mathematics	8 in Mathematics
Geography	C at higher tier
Mathematics	6 in Mathematics
Modern Languages	B in the corresponding GCSE course
Physical Education	BB in Double Science (or Biology plus another Science) and 5 in Mathematics
Physics	B in the exam components of two sciences (Double Science or Physics and one other science), plus 6 in Mathematics
Psychology	5 in Mathematics and 6/B in an essay-writing subject (English, History, Sociology or Religious Studies)
Religious Studies: Philosophy & Ethics	5 in English (and preferably B in Religious Studies)
Sociology	5 in English and 5/B in another essay-writing subject (English, History, Sociology or Religious Studies)

Interviews

All students who enter the Sixth Form have an individual interview to ensure that wise and realistic subject choices are being made. You will be asked to bring along your Year 11 Report or Record of Achievement.

Course Choice FAQs

Should I take four A Levels?

We would normally advise students to take only three of our two year courses, plus the EPQ (Extended Project Qualification). However, we recognise that some students find it hard to narrow down their options, and for some it might be appropriate to take four A Levels.

Each student request to study four A Levels will be assessed individually and discussed at interview, but we have set guidelines to suggest whether this would be an appropriate learning plan: students should normally have achieved at least grade 'A' in their chosen subjects and average around 'A' across all of their GCSE courses.

Students taking Further Mathematics will ordinarily take four subjects, with the option of converting Further Mathematics to an AS Level during Year 12 if the workload proves to be too demanding.

Do I have to take the Extended Project Qualification?

As stated earlier in this booklet, the EPQ is highly valued and can be studied in any subject area. It is therefore now a core part of our standard offer. Although it is not compulsory for students taking either a fourth A Level or an additional AS Level, we would strongly advise all students to think carefully before turning down the chance to gain this qualification.

Should all my subjects be 'Facilitating Subjects'?

Not necessarily. The most important factors in choosing your courses should be your interest in the subjects and their relevance to any future plans you may have.

'Facilitating Subjects' are those, mainly academic, subjects, which universities find are especially helpful to study at degree level. They include Maths, Further Maths, Physics, Chemistry, Biology, English, History, Geography and Modern Languages. It is important to know that even the most demanding of universities generally only require two of a student's A Levels to be from this list. Moreover, if a student's strengths and future plans are in subjects such as Art, Drama, Psychology or Economics, then those subjects will be equally valuable - if not more. Students should know that, generally speaking, courses which prefer Facilitating Subjects also demand very high grades at A Level (A*-B).

What are the OCR Cambridge Technicals and the Level 3 Extended Certificate? Are they as valued by universities and employers as A Levels?

These courses have been designed to meet the requirements of universities and employers in particular sectors, such as Health and Social Care, Media and Business. They are included in the government's list of approved courses and provide valuable UCAS points for university entrance requirements. Some very competitive courses do insist that all subjects taken are A Levels, so students should check carefully where their future plans are already known. All vocational courses have some form of terminal examination, but a series of coursework projects forms the main method of assessment; therefore, these courses suit students who prefer an ongoing, applied way of learning.

Pen Portraits

Josh is predicted A or A* in all his GCSE examinations. His greatest interest is photography and he is thinking of an Art Foundation Course after Sixth Form before, hopefully, going on to a top university. Josh decides to study his three strongest subjects at A Level. They are Photography, English Literature and Sociology. As his future plans focus on art, he understands that it is OK that only one of his options is a 'Facilitating Subject'. He is planning to use his EPQ to explore an aspect of one of the subjects he enjoys at GCSE, but has not decided to continue to A Level.

Seth is predicted Bs and Cs in his GCSE examinations, with his best subject being Science. He finds exam conditions challenging but enjoys coursework. After Sixth Form, Seth wants to work towards a career as a nurse or related health care profession. Seth applies for A Level Sociology and the Cambridge Technical in Health and Social Care. He also applies for A Level Biology, but, given the entry requirements for this subject, he has a reserve choice of Applied Science. Seth is considering which aspect of health care will make the best Extended Project focus for him.

Seeta is predicted A or A* in all her GCSE subjects. She doesn't know what she wants to do in the future but is ambitious to go to a top university. Seeta chooses A Levels in History, Biology and Geography as these are her strongest subjects and, as 'Facilitating Subjects', will help her apply to competitive courses. She will choose the focus of her Extended Project early in Year 12, following guidance from her supervisor.

Rhys is predicted a range of GCSE grades from Cs to As. He is certain that he wants to be a primary school teacher in the future. Rhys therefore chooses A Level English Language and A Level Maths as two of his subjects because he knows that core subjects will be very useful for teacher training. He also opts for the Cambridge Technical course in Digital Media as he really likes what he has learned about the content and learning style of the course. Rhys has already decided that his Extended Project will focus on the learning styles of young children.

Annie is predicted grades ranging from B to A* in her GCSEs. She is especially successful in Maths and the Sciences. She has had no problems managing her workload at GCSE and likes the idea of becoming an engineer in the future. After discussions at home and in her sixth form interview, Annie decides to study four A Levels in Maths, Further Maths, Physics and Chemistry. She knows that if this proves to be too much work she has the option of converting Further Maths to an AS Level and focusing her efforts on her other three subjects in Year 13.

OUR COURSES

Art: Fine Art (A Level, AQA)

This course introduces you to a variety of experiences that explore a range of fine art media, processes and techniques, including drawing, painting, printing, clay and 3D. Drawing is an important part of the course and we start with a project that will give you the confidence to record and explore portraiture, still life and abstract compositions using a range of drawing media and materials. Later on you will be able to choose the direction and theme you want to take your work in, both contextually and through the choice of media. Your teachers will guide you with finding the right direction for your work and how to use your strengths and interests. The course is structured to support the understanding of the four Assessment Objectives, whilst giving you the freedom to experiment with ideas in depth. You will be expected to use four hours of time out of lessons a week to develop work and complete projects to meet deadlines.

Entry Requirements: Those who have taken Art and Design at GCSE will normally have achieved a B grade or higher, although we will accept you with a C grade if you show good motivation in this subject. Good drawing skills are essential. If you have not taken Art and Design GCSE you will be expected to show work of the expected level before coming to the induction session and starting the course.

Course Content

Unit	%	When?	Content
Unit 1: Personal Investigation	60%	September to December (Year 1)	Drawing Project: You will explore accurate, expressive and inventive ways of recording your experiences and observations through drawing. Over the first term you will have teacher led lessons developing confident drawing skills, leading into an independent project over term two taking ideas and themes from this drawing project into final outcomes.
		January (Year 1) to January (Year 2)	Personal Investigation: your choice of theme Research Book – finding inspiration - learning how to research, analyse and respond to art. Responding and experimenting with ideas – developing skills Trip to Art Galleries – recording experiences to inspire your own project. Essay – 1000-3000 word essay that makes links with your own art and shows critical and contextual understanding. Practical project resulting in final outcomes – you will start the main project in September of Year 2.
Unit 2: Externally Set Assignment	40%	February to May (Year 2)	Choose from eight given starting points from the exam board. Preparation work over three months to develop ideas. Fifteen hours (three days) of supervised sessions to complete your final outcomes. All work is assessed as a whole project for final grade.

Career Links

Students who have done Fine Art frequently go on to degree courses via an Art Foundation course and have ended up pursuing careers in Painting, Architecture, Art Therapy, Teaching, Theatre Design, Film and Media work, Sculpture, Graphic Design, Arts Administration and Gallery work. Some go directly on to degree courses in subjects like those above, but also Art History and combined courses.

For further information, see Mrs J Lewis, Miss Wolfe or Mrs Hill

Art: Graphic Communication (A Level, AQA)

This course introduces you to a variety of contemporary approaches when working with images, lettering, signs and symbols. You will develop your understanding of the formal elements of design, as well as how to respond to a brief for a target audience. You will improve your ability to communicate ideas, feelings and meanings visually to different audiences, while responding to a brief. You are introduced to working with traditional illustration and graphics media and techniques with the drawing project in the first two terms, making links to work set on the induction day, but will also have opportunities to learn how to use computer software to develop your work further in your investigation. You may also choose to work with 3D models, animation, paper engineering, drawing and painting, as well as photography when exploring illustration, packaging, advertising and design for print projects. Drawing is used with all projects to communicate ideas through diagrams and annotated sketches, and forms a large part of the course. A willingness to develop your drawing skills is important.

Entry Requirements: Those who have taken Art and Design or Product Design at GCSE will normally have achieved a B grade or higher, although we will accept you with a C grade if you show good motivation in this subject. Drawing skills will be developed alongside photography and digital processes on our Apple Mac computers. If you have not taken the above courses will be expected to show work of the expected level before coming to the induction session and starting the course.

Course Content

Unit	%	When?	Content
Unit 1: Personal Investigation	60%	September to December (Year 1)	Drawing Project: You will develop your drawing skills and begin to experiment with ideas, media and processes needed for graphic design and illustration purposes. In term one you will have teacher led lessons developing your skills, leading into an independent illustration or graphics project over term two taking an idea further into outcomes exploring a chosen theme.
		January (Year 1) to January (Year 2)	Personal Investigation: your choice of theme Research Book – finding inspiration - learning how to research, analyse and respond to graphic design and illustration. Responding and experimenting with ideas – developing skills. Trip to Art Galleries – recording experiences to inspire your own project. Essay – 1000-3000 word essay that makes links with your own graphics and shows critical and contextual understanding. Practical project resulting in final outcomes – you will start the main project in September of Year 2.
Unit 2: Externally Set Assignment	40%	February to May (Year 2)	Choose from eight given starting points from the exam board. Preparation work over three months to develop ideas. Fifteen hours (three days) of supervised sessions to complete your final outcomes. All work is assessed as a whole project for final grade.

Career Links

It is especially appropriate for students seeking to go on to an Art Foundation course or for those who wish to study degree courses in Illustration, Graphic Design, Interior Design, Theatre Design, Product Design, Media Production and Architecture, or careers in Web Design, Advertising and Publishing.

For further information see Mrs J Lewis

Art: Photography (A Level, AQA)

This course introduces you to a variety of approaches when working with photographic images including portraiture, landscape, still life and experimental imagery. You will look at photography in a historical context and consider how it has developed over time informing contemporary practice and current trends. The course is well resourced, including having a fully working darkroom and studio, and a full time technician. The course starts going back to the basics of photography to develop stronger skills when considering perspective, movement, composition, rule of thirds, depth of field and the elements of art. You will explore the different styles, genres, processes and techniques available to the photographer and start to plan what area of photography you will like to investigate independently including film. You are taught how to work with digital and film SLR cameras taking shoots on location and in the studio. You will also learn how to manipulate images using Photoshop and darkroom derivatives to help you achieve more original, experimental and skilful outcomes.

Entry Requirements: Those who have taken Photography at GCSE will normally have achieved a B grade or higher, although we will accept you with a C grade if you show good motivation in this subject. Good DSLR camera skills are essential and you will need to develop these skills alongside digital editing using Apple Mac computer software. If you have not taken Photography at GCSE you will be expected to show work of the expected level before coming to the induction session and starting the course.

Course Content

Unit	%	When?	Content
Unit 1: Personal Investigation	60%	September to December (Year 1)	Elements Project: the theme of the first project is based on the elements of art and will be given to you during the induction day, so you have the summer to start developing your work. Over the first term you will have teacher led lessons developing photographic skills, leading into an independent project over term two taking ideas and themes from this Elements project.
		January (Year 1) to January (Year 2)	Personal Investigation: your choice of theme Research Book – finding inspiration - learning how to research, analyse and respond to photographers and artists. Responding and experimenting with ideas – developing skills. Location shoots – recording experiences to inspire you. Essay – 1000-3000 word essay that makes links with your own photography and shows critical and contextual understanding. Practical project resulting in final outcomes – you will start the main project in September of Year 2.
Unit 2: Externally Set Assignment	40%	February to May (Year 2)	Choose from eight given starting points from exam board. Preparation work over three months to develop ideas. Fifteen hours (three days) of supervised sessions to complete final outcome. All work is assessed as a whole project for final grade.

Career Links

It is especially appropriate for students seeking to go on to an Art Foundation course or for those who wish to study degree courses in Photography, Media and Film Production, Photojournalism, or careers in Marketing, Advertising, Publishing and in the Film Industry.

For further information see Ms Dexter or Mr Ray

Art: Textile Design (A Level, AQA)

This course introduces you to a variety of experiences that explore a range of textiles processes and techniques, both old and new. The main skills covered are investigating colour, texture and pattern through a variety of textile methods such as screen-printing, batik and tie-dye, appliqué, pattern drafting, garment construction, and fabric construction including surface decoration. You can also work in printed and dyed fabric and materials. The starting points for the beginning of this course are about developing your skills with techniques and processes, developing ideas through research into the work of others. Later on you will be able to choose the direction you want to take your work in, both contextually and through the choice of media. You will cover a wide range of modern and traditional techniques and skills with a focus on fashion.

Entry Requirements

Those who have taken Textiles or Art at GCSE will normally have achieved a B grade or higher, although we will accept you with a C grade if you show good motivation in this subject. If you have not taken Art or Textiles GCSE you will be expected to show work of the expected level before coming to the induction session and starting the course.

Course Content

Unit	%	When?	Content
Unit 1: Personal Investigation	60%	September to December (Year 1)	Corsetry: You will be taught a wide range of skills including boning, the use of structure to reshape the human body, various surface decoration and fabric manipulation techniques leading to the production of your own high end corset by the end of term two.
		January (Year 1) to January (Year 2)	Personal Investigation: your choice of theme Research Book – finding inspiration - learning how to research, analyse and respond to photographers and artists. Responding and experimenting with ideas – developing skills. Further experimentation of a wide range of techniques building on the skills acquired in the first project including pattern drafting and garment construction. Essay – 1000-3000 word essay that makes links with your own textiles work and shows critical and contextual understanding. Practical project resulting in final outcomes – you will start the main project in September of Year 2.
Unit 2: Externally Set Assignment	40%	February to May (Year 2)	Choose from eight given starting points from the exam board. Preparation work over three months to develop ideas. Fifteen hours (three days) of supervised sessions to complete your final outcomes. All work is assessed as a whole project for final grade.

Career Links

Students who have done Textiles frequently go on to degree courses via an Art Foundation course and have ended up enjoying a wide range of related careers such as Textiles and Fashion Design in Industry, (this can include a wide range of high street and designer fashion houses) Fashion Journalism, Interior Design, Fashion buying and selling, Marketing, Branding, Environmental development of new fibres, Sportswear technology and design and many more. The Textiles industry is the biggest in Britain.

For further information talk to Mrs S Palser

Biology (A Level, Pearson Edexcel)

SNAB (Salters-Nuffield Advanced Biology) is largely taught in context through real-life biology. For example, we start with an account of cardio-vascular disease and then go on to look at the factors that make it more likely that any one of us will suffer from a stroke or heart attack. This allows us to introduce the biochemistry of fats and carbohydrates bit by bit, as you need to know them to understand about strokes and heart diseases, rather than all at once.

Some parts of the course are very practically based and you should be prepared to become involved in practical work to develop the necessary skills. Reading around the subject is also important as this will broaden your understanding.

Entry Requirements:

In 'Double Science': Two Bs overall in the examination elements (i.e. not the ISA)

In 'Triple Science': B overall in the examination element of the relevant Science, plus another B in the examination element of another Science GCSE.

Grade 5 in Mathematics.

Course Content and Assessment

Units	%	When?	Content
Paper 1	33.3	May/June 2019	<p>Topic 1: Lifestyle, health and risk This topic builds on students' knowledge and understanding of the functioning of the circulatory system and the importance of lifestyle choices to health.</p> <p>Topic 2: Genes and health This topic considers several biological principles related to cystic fibrosis. The topic also allows for discussion of the social and ethical issues surrounding genetic screening for genetic conditions.</p> <p>Topic 3: The voice of the genome This topic follows the development of multi-cellular organisms from single cells to complex individuals.</p> <p>Topic 4: Biodiversity and natural resources This topic focuses on biodiversity and the wealth of natural resources used by humans.</p> <p>Topic 5: On the wild side This topic covers ecosystems, climate change and our responsibilities as stewards of the environment.</p> <p>Topic 6: Infection, immunity and forensics This topic covers forensic pathology, bacteria and viruses, and the evolutionary battles that take place between invading pathogens and their hosts.</p>
Paper 2	33.3	May/June 2019	<p>In addition to topics 1 - 4 above, the paper will also examine:</p> <p>Topic 7: Run for your life This topic is centred on the physiological adaptations which enable humans/animals to undertake strenuous exercise.</p> <p>Topic 8: Grey matter The nervous system, brain imaging and the regions of the brain are covered.</p>

Unit 3	33.3	May/ June 2019	The paper will include synoptic questions drawn from two or more different topics from the specification. A pre-released scientific article will be available from Easter. A significant proportion of the paper will consist of comprehension questions based on the article.
Practical competency	Pass/ Fail		Course endorsed practical skills are assessed continuously by the teacher(s) and only at the completion of the course is a pass or fail assessment submitted to the exam board.

All three papers will include questions that target the conceptual and theoretical understanding of experimental methods.

All three papers will include questions that target mathematics at higher level GCSE. This will equate to a minimum of 10% of the marks across all three papers.

There is no longer any assessed coursework but students will expect to demonstrate practical competency.

Career Links

The course provides a sound grounding in Biology for those wishing to pursue a variety of biologically based courses and careers. There is an emphasis on Human Biology in a number of areas on this course that provide a good introduction for those interested in pursuing Medicine and related subjects.

For further information, please see Mr Bonney

Business Studies (OCR Level 3 Cambridge Technical)

Business Studies is the investigation of how businesses work efficiently in all aspects of their operations. It focuses on the internal functions of business and the formation of strategy and it also examines the external environment with which the business must interact in order to meet the needs of its customers.

A Business Studies classroom is an exciting place to be. Active discussion is encouraged and students will be able to draw upon their own knowledge of the wider world to better inform their understanding of the topics. The new Cambridge Technical qualification allows students to be assessed through both external examinations and internally assessed ongoing coursework. The qualification will give learners skills, knowledge and a thorough understanding of business; it is equivalent to one full A level and will allow learners access to higher education on business-related programmes.

Entry Requirements: Grade 5 in English Language and 4 in Mathematics.

Course Content

Year 12	%	When	Content
The Business Environment (External exam)	33.3%	June of Year 12	<i>The Business Environment</i> will give learners an understanding of the wider external contexts in which businesses operate and of internal business functions and their interdependencies. The unit will allow learners to appreciate how legal, financial, ethical and resource constraints can affect business behaviour and the influence that different stakeholders can have and how businesses must respond.
Customers and Communication (Internally assessed coursework)	16.6%	June of Year 12	<i>Customers and Communication</i> will allow learners to appreciate how vital customers are to the success of a business. It will give learners an understanding of how important it is for businesses to know their customers and what influences customer behaviour. In this unit, learners will understand how to communicate with customers.
Year 13			
Working in Business (External exam)	16.6%	June of Year 13	<i>Working in Business</i> will give learners an understanding of the type of critical skills needed when working in business, such as organisation, prioritisation and effective communication. The unit will allow learners to learn how to use different business documents and about organisational protocols that most businesses would expect employees to follow.
2 x optional units (Internally assessed coursework)	33.3%	June of Year 13	The optional units cover a wide range of topics to give learners the opportunity to take a unit that is relevant to a specific aspect of business; for example marketing, accounting, human resources or business planning. Learners will also develop transferable skills such as communication, planning, teamwork, research and analysis.

Career Links

The Cambridge Technical in Business could help you go on to further study in a range of areas, e.g. Business, Management, Marketing, Accounting and Finance. With a growing service sector economy, employment prospects for students with a sound understanding of business are good.

If you have any further queries, please contact Mr McGloin in the Business Studies and Economics Department

Chemistry (A Level, Edexcel)

This course teaches the theoretical and practical skills necessary to become an advanced chemist. There will normally be one or two practical sessions per week backed up by theoretical work. The course is designed to relate to real-world chemistry and each topic is framed by the context in which the chemistry can be applied. Our course still involves pops and squeaks, colour changes and smells. You will gain new skills which are useful in the subject but many are also transferrable. Chemistry is a subject of endless possibilities; many of our ex-students are involved in cutting edge research into new drugs and materials. In order to do well on this course you will need to work very hard outside the classroom, solving problems and assimilating new ideas.

Entry Requirements:

In 'Double Science': Two Bs overall in the examination elements.

In 'Triple Science': B overall in the examination element of the relevant Science, plus another B in the examination element of another Science GCSE.

Grade 6 in Mathematics.

Course Content

A Level	Content
Topics Year 12	Topic 1 Atomic structure and the periodic table Topic 2 Bonding and structure Topic 3 Redox 1 Topic 4 Inorganic Chemistry and the Periodic Table Topic 5 Formulae equations and Amounts of Substance Topic 6 Organic Chemistry 1 Topic 7 Modern Analytical Techniques 1 Topic 8 Energetics Topic 9 Kinetics 1 Topic 10 Equilibrium 1
Topics Year 13	Topic 11 Equilibrium 2 Topic 12 Acid-base Equilibria Topic 13 Energetics Topic 14 Redox 2 Topic 15 Transition Metals Topic 16 Kinetics 2 Topic 17 Organic Chemistry 2 Topic 18 Organic Chemistry 3 Topic 19 Modern Analytical Techniques 2

Assessment

Exam	%	When?	Course coverage
Paper 1 90 marks 1 hour 45 minutes	30%	May / June 2019	Advanced Inorganic and Physical Chemistry. Topics 1, 2, 3, 4, 5, 8, 10 and 11 – 15
Paper 2 90 marks 1 hour 45 minutes	30%	May / June 2019	Advanced Organic and Physical Chemistry. Topics 2, 3, 5, 6, 7, 9 and 16 – 19

Paper 3 120 marks 2 hours 30 minutes	40%	May / June 2019	Synoptic Paper Topics 1 - 19 and Practical Principles
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There is also a practical endorsement. Course endorsed practical skills are assessed continuously by the teacher(s), including during 16 Core Practical assessments throughout years 12 and 13. Only at the completion of the course is a pass or fail assessment submitted to the exam board. These practical skills are also heavily focussed on in Paper 3 of the written examinations.

Career Links

Students who have studied Chemistry at Backwell have gone to university to study for degrees in Chemistry, Biochemistry, Natural Sciences, Medicine, Veterinary Medicine, Pharmacy, Pharmacology, Environmental Sciences and various Engineering degrees. A level Chemistry is a qualification which is highly valued by universities and employers as they demonstrate abilities in analysis and problem solving which are sought after skills.

If you have any further queries, please contact Mr Turner

Computer Science (A Level, OCR)

Computer Science is a practical subject where students can apply the academic principles learned in the classroom to real world systems. It is an intensely creative subject that combines invention and excitement, and can look at the natural world through a digital prism. OCR A Level in Computer Science will value computational thinking, helping students to develop the skills to solve problems, design systems and understand the power and limits of human and machine intelligence. Students will develop an ability to analyse, critically evaluate and make decisions.

The aims of this qualification are to enable students to develop:

- an understanding of, and ability to apply, the fundamental principles and concepts of computer science including; abstraction, decomposition, logic, algorithms and data representation
- the ability to analyse problems in computational terms through practical experience of solving such problems including writing programs to do so
- the capacity for thinking creatively, innovatively, analytically, logically and critically
- the capacity to see relationships between different aspects of computer science
- mathematical skills
- the ability to articulate the individual (moral), social (ethical), legal and cultural opportunities and risks of digital technology

Entry requirements: Grade 6 in Mathematics GCSE. An enthusiasm for Computing and IT. GCSE Computing or IT is desirable but not essential.

Unit	%	When?	Content
Unit 1 Computer Systems	40%	June 2019 2 ½ hour exam 140 marks	Characteristics of contemporary processors. Software and software development. Programming Exchanging data. Data types, structures and algorithms. Legal, moral, ethical and cultural issues.
Unit 2 Algorithms and programming	40%	June 2019 2 ½ hour exam 140 marks	Elements of computational thinking. Programming and problem solving. Pattern recognition, abstraction and decomposition. Algorithm design and efficiency. Standard algorithms.
Unit 3 Programming Project	20%	Coursework submitted in April 2019 70 marks	Analysis of a problem to enable students to demonstrate the skills and knowledge necessary to meet the assessment objectives. Students will need to analyse the problem, design a solution, implement the solution and give a thorough evaluation.

Career Links

This course is ideal for students wishing to pursue Computing studies, Information Systems, Multimedia, Software Engineering, Computer Networking, e-Business and Information Management at degree level, or for anyone considering any kind of career in computing. It is also a good additional subject for any student considering taking Mathematics, Engineering or Sciences.

For further information contact Mrs Usoro

Design and Technology: Product Design (A Level, AQA)

The course encourages the development of independent learning, creativity and innovation. You should have an interest in how every day and innovative products are designed and manufactured.

Key features of AS and A level:

- The first year will allow students to learn through design and make activities
- Projects will allow candidates to question their knowledge and understanding.
- In the second year, candidates will be involved in designing and manufacturing a final, high quality product which would be appropriate for its intended purpose.

Entry Requirements: It is normally expected that a student attains a GCSE grade C or higher in Product Design or other related subject.

Course Content

A Level	%	When?	Content
Year 12			<p>Candidates will be given the opportunity to solve design problems through a range of small design and make tasks. Project design work in this first year will cover the disciplines of:</p> <ul style="list-style-type: none"> • Research and product analyses. • Design brief and specifications. • Design considerations and technological activities. • Generating proposals, including the use of ICT. • Relevant industrial and commercial investigations. • Planning/Quality Control procedures. • Student and third party testing and evaluations. • Clear communication and use of key skills. <p>Our suite of project work in this first year of 'A'-Level will not be assessed but will foster the application of knowledge in developing designing and practical skills, deepen understanding and generate growing confidence in working independently in the workshop scenario.</p> <p>However, work will begin later in this first year on the second year's assessed, major project (NEA – see below).</p>
Year 13			
Paper 1 Written Exam (2 hours)	25%	June 2019	<p>Assessing the <i>core</i> (general) technical principles and core designing and making principles.</p> <p>A mixture of short answer, multiple choice and extended answer questions.</p>
Paper 2 (Written Exam) (2 hours)	25%	June 2019	<p>Assessing <i>specialist</i> knowledge, technical and designing and making principles.</p> <p>A mixture of short answer, multiple choice and extended answer questions.</p>

			<p>Section A: Product Analysis – Up to six short answer questions based on visual representation of product(s).</p> <p>Section B: Commercial Manufacture – A mixtures of short and extended answer questions.</p>
Non-exam Assessment	50%	June 2019	<p>Substantial design and make task, incorporating practical application of technical principles, designing and making principles and specialist knowledge.</p> <p>Evidence will be provided in a written design portfolio with photographic evidence of final prototype.</p> <p>This major task must demonstrate the candidate’s ability to:</p> <ul style="list-style-type: none"> • Perform analytical product analyses. • Design and make a high quality product which can be tested and evaluated by his/her target market • Apply relevant knowledge and understanding, including key skills, to a range of technological activities • Relate work to relevant industrial and commercial practices. • Communicate to relevant audiences their ideas, understanding and decision-making processes. <p>This unit is marked by the teacher and moderated by AQA.</p>

Career Links

There are diplomas and degrees in D&T Product Design and other D&T associated subjects, e.g. Architectural and Transport Design, leading to jobs in associated fields. These would include Industrial (product) Design, Engineering (various), Production Design (film and theatre), Desktop Publishing and Graphic Design (including film and television effects).

For further information about the course contact Mr Brees

Digital Media (OCR Level 3 Cambridge Technical)

The Boomsatsuma programme

(Applied Media Production, Film, Graphics and Photography)

Media at Backwell Sixth Form has built a considerable reputation from the success of the Creative and Media Diploma over the last six years. The changes in applied qualifications have made available a variety of new and even more flexible qualifications and we have chosen now to offer the OCR Cambridge Technical course.

The programme is a new approach post-16 study based at Bristol Metropolitan Academy, developed by Arts Council England and Boomsatsuma at Backwell School. We are focused on providing a new style course that offers differentiated progression to your chosen destination, be that further education, university or the workplace. We offer an entirely project led and business-like media course, working as a commercial arts agency, meaning that students' creative work is used to deliver practical, real-world projects for the community.

Why Media? Where can that take me? The programme uses media production thematically to build the work of the group. Students in the current programme have a diverse range of destination targets that range from the expected Film and TV, Photography, Animation, Illustration, Interactive gaming, Graphic Design undergraduate courses to the less obvious Criminology, International Business, Marketing, Public relations, and in one case the police service.

The Qualification is the OCR Cambridge Technical in Media Level 3. The qualification is scalable from 30 to 90 credits. We have shown equivalent in A level size below as many aren't familiar with diploma structures. The key fact here being that they are UCAS accredited and leave the door open to university progression. 100% of the current programme is working towards the subsidiary diploma.

OCR Cambridge Technical Level 3 Media	Number of credits	A level equivalent	min pass UCAS points	max UCAS points
OCR Cambridge Technical Certificate	30	1 x AS	8	28
OCR Cambridge Technical Introductory diploma	60	1 x A level	16	56
OCR Cambridge Technical Subsidiary diploma	90	1.5 x A level	24	84

Access requirements: The willingness to commit the programme, work as a team and engage.

This an applied programme at Backwell with work on locations in and around the area as required by the projects. It requires a commitment to twilight lessons to 5.00 pm at least once a week.

This course is run for Backwell School by Boomsatsuma. More details can be found on www.boomsatsuma.com or email Mark Curtis direct on mark@boomsatsuma.com.

Drama and Theatre Studies (A Level)

Explore practical and theoretical aspects of performance at an advanced level, drawing on the work of key practitioners and play texts.

Entry Requirements: Drama GCSE is useful, but not essential.

Course Content

Units	%	When?	Content
Component 1 Drama and theatre	40%	May/ June 2019	What's assessed: Knowledge and understanding of drama and theatre through the study of two set plays and the analysis of the work of live theatre-makers. How it's assessed: Written exam.
Component 2 Creating original drama (practical)	30%		What's assessed: Process of creating devised drama through the creation and performance of a devised drama piece (students may contribute as performer, designer or director). The devised piece must be influenced by the work and methodologies of one prescribed theatre practitioner. How it's assessed: Working notebook and devised performance.
Component 3 Making theatre (practical)	30%		What's assessed: Practical exploration and interpretation of three extracts each taken from a different play (the methodology of a prescribed theatre practitioner is applied to the exploration of one of the extracts). Students record and analyse the practical exploration / interpretation of the extracts in a reflective journal. How it's assessed: Performance of a play extract and a reflective report.

Career Links

Drama and Theatre Studies compliments further study in Drama, English (language or literature) or the humanities at undergraduate level. Some of our students have gone on successfully secure places at specialist drama schools.

For further information talk to Mr Bannister or any of the Drama Department staff

Economics (A Level, AQA (7136))

Do you want to understand how the world *really* works? Then Economics is the subject for you. Economists face one central dilemma: the needs and desires of humans are near limitless whilst the resources available to them are finite. This means that humans must make choices about their consumption. Economics is the study of these choices: What should we produce? How should we produce it? For whom should it be produced?

Economics is the perfect subject for those with an interest in current affairs. You'll learn economic theory at micro and macro levels that will give you insights into individual and social behaviour. It is impossible to understand global events without a grasp of economics. You'll learn why countries lurch between booms and busts; why the global economy collapsed in 2008; how prices in markets determine the supply of and demand for products.

Economics is the perfect subject for humanities students wishing to demonstrate and maintain their maths skills and for maths and science students that wish to develop their essay writing skills. You'll be required to analyse and interpret data, but also to present logical, coherent arguments concerning economic policy at an individual and governmental level. You will leave the course a more rounded, worldly person, with a deep understanding of human behaviour in a world of scarcity.

Entry requirements: Grade 5 in Mathematics and 6/B in an essay-writing subject (English, History, Sociology or Religious Studies).

Course Content

Units	%	When?	Content
Paper 1: Markets and Market Failure	33.3%	June 2019	<p>This unit focuses on microeconomics: the choices made by individual economic agents (individuals and firms) in markets. We'll think about how market forces allocate resources within individual markets and what happens when that mechanism fails. Microeconomic models such as demand and supply, perfect competition, monopoly, the operation of the price mechanism and the causes of market failure are central to this part of the course. Other key models relate to the operation of labour markets, wage determination and causes of inequalities in the distribution of income and wealth.</p> <p>This material is assessed via one set of context questions requiring the student to interpret, analyse and comment on economic data, and one essay question. The content of this paper is taught over Year 12 and 13.</p>
Paper 2: The National and International Economy	33.3%	June 2019	<p>This unit focus on macroeconomics: how national and international economies function together. You will develop a good knowledge of developments in the UK economy and government policies over the past fifteen years and will explore developments in the world economy, including the European Union, and how these have affected the UK. You will consider a range of economic objectives including growth, controlling inflation, tackling unemployment and achieving satisfactory trade balances. We will assess the impact and effectiveness of current government policies to deal with these issues, as well as considering alternative policies and approaches.</p>

			This material is assessed via one set of context questions requiring the student to interpret, analyse and comment on economic data, and one essay question. The content of this paper is taught over Year 12 and 13.
Paper 3: Economic Principles and Issues	33.3%	June 2019	This paper assesses from across the course. It has multi-choice questions which test knowledge and a case study section comprised of short format questions requiring comparison, application and analysis as well as a longer format essay question requiring evaluation. It is a great opportunity to show what you have learned.

Career Links

Economics is regarded as an entry qualification for courses at elite universities in such areas as PPE (Politics, Philosophy and Economics), Accounting, MORSE (Mathematics, Operations Research, Statistics and Economics), Management Science, Business Administration, and International Business Economics. Many of our A level students go on to study for degrees at Russell Group Universities in related subjects and then progress into careers in accountancy, actuarial science, financial analysis, investment analysis and the like. Economics is a well-respected A Level that appeals to many employers in both the public and private sectors.

For further information contact Mr McGloin

English Language (A Level, AQA)

Through studying this course you will gain an understanding of the importance of Language in every aspect of our lives. The course will develop your ability to analyse how language works in a range of situations, as well as improving your skills as a writer. Throughout the course you will be exploring how spoken and written language is used in different ways as well as considering the wider social and cultural factors that influence communication.

Entry Requirements: At least a grade 5 in English GCSE, although preferably higher.

Course Content

Units	%	When?	Content
Paper 1 Language, the Individual and Society	40%	June 2019 2 ½ hour exam	This unit will introduce you to the study of Language through exploring language variety and children's language development. You will examine a range of written and spoken language in use and explore concepts of audience, purpose, genre, mode and representation. In the exam you will analyse and compare two unseen texts that could be taken from a range of sources. You will also analyse a transcript of a young child's speech or writing and write an essay on child language development.
Paper 2 Language Diversity and Change	40%	June 2019 2 ½ hour exam	In this unit you will explore language diversity and change over time. You will develop your understanding of the varieties of English through researching how language varies because of time, place and personal background. You will also study how language changes and develops and consider the social attitudes to such change. In the exam you will answer an essay question on Language Diversity and will write a second, more informal piece on an issue relating to Language Varieties to a non-specialist audience.
Non Exam Assessment Language In Action	20%	March 2019	In this unit you will have the opportunity to investigate an area of language of your own choice. Through working on this coursework you will develop important research skills by planning and carrying out an independent investigation which will involve collecting and analysing original language data. You will also have a chance to write a piece of original writing that will demonstrate your ability to write in a particular form for a specific audience. You will write a short reflective commentary to accompany your original writing.

Career Links

Language students have gone on to study Linguistics at degree level, or courses in related fields such as Sociology or Psychology. Students who have studied English have moved into careers such as journalism, law, education and Media and Publishing.

For further information contact Mr Grainger

English Literature *(A Level, AQA specification A)*

Through following this course you will develop a wide-ranging understanding and appreciation of English Literature. During the course you will:

- become an active, critical reader by exploring different ways of interpreting texts, considering the contexts in which the texts you study were written,
- be given opportunities to read widely and pursue independent studies comparing texts of your own choice,
- have opportunities to see a range of plays, attend conferences and visit exhibitions.

Entry Requirements: At least a Grade 5 in English Literature GCSE, although preferably higher. To complete this course, you are also expected to be a committed reader who is prepared to read widely throughout the course.

Course Content

Units	%	When?	Content
Paper 1 Love Through the Ages	40%	June 2019	You will study three texts that will allow you to explore the theme of 'Love Through the Ages'. This unit will also allow you to develop your confidence in responding to unseen poetry texts. The three hour examination will test your close reading skills as well as your broader knowledge of the texts you have studied.
Paper 2 Texts in Shared Contexts.	40%	June 2019	This 2 ½ hour examination will allow you to study a further three texts of all genres. You will explore the key concerns of Twentieth Century Literature through reading and comparing texts that explore the post Second World War world. The exam will require you to respond to unseen texts as well as writing individual and comparative essays on the texts you have studied.
Paper 2 Independent Critical Study	20%	January 2019	In this non examined assessment you will have the opportunity to write a sustained, 2,500 word comparative essay of two texts, one of which must be written before 1900. In this essay you will be expected to prove that you have the skills to be a confident, independent reader through selecting a text of your own that you wish to compare to a text you have studied in class.

Career Links

Through studying this course you will acquire important critical skills that will allow you to analyse texts, develop your ideas through discussion and sharpen your thinking through building persuasive arguments. These skills are widely transferable and offer an excellent preparation for both higher education and future employment. Students who have taken English Literature at Backwell have gone on to study English Literature at degree level, or have taken higher education courses in such subjects as Sociology, History, Psychology or Journalism. Literature students have gone on to gain employment in a range of areas. Past students are now involved in a variety of careers such as theatre administration, media and primary teaching.

For further information contact Mr Grainger

French (A Level, AQA)

“It is arrogant to assume that we can get by in English or that everyone else will speak our language. Learning a foreign language is polite, demonstrates commitment – and in today’s world is absolutely necessary.”

Sir Trevor MacDonald, Chair, Nuffield Language Inquiry

The A level French course builds on the knowledge, understanding and skills gained at GCSE. You will gain a range of transferable skills including communication, critical thinking, research skills and creativity. As well as developing your language skills, you will widen your knowledge and understanding of themes relating to the culture and societies where French is spoken. Examples include technological and social changes, highlights of French-speaking artistic culture, including francophone music and cinema, and who wields political power in the French-speaking world. The most successful A level linguists have always shown a commitment to and an enjoyment of the subject which extends way beyond the classroom. We encourage you to read foreign language magazines, newspapers and books, participate in theatre and cinema visits, and attend lectures out of school. We also encourage you to arrange an exchange visit, a study trip or work experience in a French-speaking country.

Entry Requirements: B grade in GCSE French.

Course Content

Units	%	When?	Content
Paper 1 Listening, Reading and Writing 2 hours 30 minutes	40%	June 2019	Listening and responding to spoken passages from a range of contexts and sources Reading and responding to a variety of texts written for different purposes, drawn from authentic resources Translation from French into English Translation from English into French
Paper 2 Writing 2 hours	30%	June 2019	Either one Question in French on a set text, or one question on a set film, or two questions on set texts. Questions will require a critical and analytical response to the work studied.
Paper 3 Speaking 21 - 23 minutes	30%	May 2019	Discussion of a sub-theme based on a stimulus card (5 - 6 minutes) Presentation (2 minutes) and discussion (9 - 10 minutes) of individual research project

A one year AS qualification in French is also available and will be examined in May/June 2018.

Career Links

You could study French at degree level either alone or as part of a combined degree, and you will have developed the skills to learn new languages. A variety of career options is open to students of French, whether you choose to work at home or abroad, for example in business, engineering, scientific research, technology, journalism, international aid, the leisure industry or teaching.

For further information see Miss Young

Geography (A Level, AQA)

Geography is the study of Earth's landscapes, peoples, places and environments. It is, quite simply, about the world in which we live.

Geography is unique in bridging the social sciences with the natural sciences and provides an ideal framework for relating other fields of knowledge. Geography is, in the broadest sense, an education for life and for living. Learning through geography helps us all to be more socially and environmentally sensitive, informed and responsible citizens.

This engaging and relevant course will give you the opportunity to;

- engage with the relationship of human populations to each other over space and time.
- study the relationship between human populations and their physical environment at a variety of scales from the local to the global.
- consider your own role in relation to themes and issues being studied and the roles, values and attitudes of others including decision-makers.

You will gain an appreciation of current events in both human geography (conflicts, population and migration, energy security and sustainability) and in physical geography (tropical cyclones, floods, coastal erosion, and earthquakes). You will learn how to design and implement a fieldwork investigation involving the collection of both primary and secondary data, the clear presentation of your results and accurate analysis of the trends and patterns you have identified. You will acquire a wide range of specific skills for the presentation and analysis of geographical information in the form of maps, graphs, sketches, annotated diagrams, photographs, statistics and writing.

Entry Requirements: C in Geography GCSE on the higher paper.

Course Content

Physical Geography	%	When	Content
Component 1	40%	June of Year 13	<ul style="list-style-type: none">• Water and carbon cycles• Glacial systems and landscapes• Hazards This unit is assessed by a 2½ hour written paper (120 marks)
Human Geography			
Component 2	40%	June of Year 13	<ul style="list-style-type: none">• Global systems and global governance• Changing places• Population and the environment This unit is assessed by a 2½ hour written paper (120 marks)

Geographical investigation			
Component 3	20%		Students complete an individual investigation which must include data collected in the field. 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. 3,000 - 4,000 words (35 marks).

Career Links

Most Geography graduates are numerate, literate, good team workers, can think analytically and critically, and are highly computer literate. Geography also supports applications for both science-based university courses, such as Engineering, and Humanities based courses like Philosophy.

The skills taught open up a wide range of jobs in fields such as environments and sustainability, development and global issues, physical systems, travel, leisure or culture, settlement and society as well as the business world, and many other areas.

Use the Royal Geographical Society's website to give more ideas for careers with Geography:

<http://www.rgs.org/OurWork/Study+Geography/Careers/Careers+with+geography.htm>

For further information please see Mrs George

German (A Level, AQA)

„Wer fremde Sprache nicht kennt, weiß nichts von seiner eigenen.“

Johann Wolfgang von Goethe

The A level German course builds on the knowledge, understanding and skills gained at GCSE. You will gain a range of transferable skills including communication, critical thinking, research skills and creativity. As well as developing your language skills, you will widen your knowledge and understanding of themes relating to the culture and societies where German is spoken. Examples include: The changing state of the family, immigration and integration, festivals and traditions, cultural life in Berlin, and Germany's role in Europe. The most successful A level linguists have always shown a commitment to and an enjoyment of the subject which extends way beyond the classroom. We encourage you to read foreign language magazines, newspapers and books, participate in theatre and cinema visits, and attend lectures out of school. We also encourage you to arrange an exchange visit, a study trip or work experience in a German-speaking country.

Entry Requirements: B grade in GCSE German.

Course Content

Units	%	When?	Content
Paper 1 Listening, Reading and Writing 2 hours 30 minutes	40%	June 2019	Listening and responding to spoken passages from a range of contexts and sources Reading and responding to a variety of texts written for different purposes, drawn from authentic resources Translation from German into English Translation from English into German
Paper 2 Writing 2 hours	30%	June 2019	Either one question in German on a set text, or one question on a set film, or two questions on set texts. Questions will require a critical and analytical response to the work studied.
Paper 3 Speaking 21 - 23 minutes	30%	May 2019	Discussion of a sub-theme based on a stimulus card (5 - 6 minutes) Presentation (2 minutes) and discussion (9 - 10 minutes of individual research project)

A one year AS qualification in German is also available and will be examined in May/June 2018.

Career Links

You could study German at degree level either alone or as part of a combined degree, and you will have developed the skills to learn new languages. A variety of career options is open to students of German, whether you choose to work at home or abroad, for example in business, engineering, scientific research, technology, the leisure industry or teaching.

For further information see Mrs Landbeck

Health and Social Care (OCR Level 3 Cambridge Technical)

The programme is designed to provide an understanding of the many and varied aspects of health and social care services. The Level 3 Cambridge Technical provides a grounding that can be used to access higher education, further training or employment within the sector.

The **Level 3 Extended Certificate** is equivalent to one A Level. It involves studying six units over two years – three of which are internally assessed (assignment-based) and three of which are externally assessed (examinations). One of the exams is worth 1.5 units and one of the assignment units is only worth 0.5 units, which means:

58% exam + 42% assignment

There are four compulsory units:

- **Building positive relationships** in health and social care (assignment work - internally assessed)
- **Equality, diversity and rights** in health and social care (exam - externally assessed)
- **Health, safety and security** in health and social care (exam - externally assessed)
- **Anatomy and physiology** for health and social care – 1.5 unit size (exam - externally assessed)

Two other units have been chosen by the teachers (both are internally assessed):

- **Nutrition** for health (0.5 unit size)
- **Sociology** for health and social care

Assessment : The internally assessed units involve assignments and project work. These are internally marked and moderated by OCR. External assessment in this qualification will involve written examinations including case studies and scenarios related to the health and social care sector which students will need to apply their knowledge and understanding to.

Overall award levels

At the end of the two years you will receive a Pass, Merit, Distinction and Distinction*. Pass is equivalent to a grade E at A level, Merit is equivalent to a grade C, Distinction to a grade A and Distinction* to a grade A*.

UCAS points available

Cambridge Technicals provide a base for progression to university, apprenticeships or work and are recognised for UCAS tariff points (although it is important to check individual course requirements when considering university options). A Pass is worth 16 UCAS points, a Merit is worth 32 points, Distinction 48 points and a Distinction* 56 points.

Entry requirements: There are no specific subject grades required at GCSE, aside from the general entry requirement to study at Backwell Sixth Form. The ability to self-manage on-going assessment work (which will require many hours of study outside of lessons) is essential.

Career Links

This can lead to further study at university or to careers in health or social care settings such as nursing, elderly care, nursery nursing, social work, early years education, mental health, special educational need support work. It would complement subjects such as Sciences, Psychology and Sociology and be suitable for anyone wishing to work with people.

For further details speak to Miss Browne.

History (A Level, AQA)

Work is shared between student and teacher; there will be formal lessons led by the teacher; seminar work in which individuals or pairs of students research specific topics and then report back to the whole group; a great deal of discussion about issues, problems and personalities; there will be a range of sources and interpretations to be assessed; more importantly you will be expected to teach yourself through extensive reading. The focus of the final exam is very much on making well supported judgements, based on a detailed knowledge of the periods studied. Students will need to comment intelligently on the opinions of historians showing an awareness of the historical context. We will be following the new AQA syllabus, which is examined at the end of Year 13.

Entry Requirements: C in History at GCSE. It is not essential to have taken History GCSE if your grades are mainly in the A* - B range.

Units	%	When?	Content
Unit 1C The Tudors: England, 1485–1603	40%	June 2019	Breadth Study This option allows students to study in breadth issues of change, continuity, cause and consequence in this period through the following key questions: <ul style="list-style-type: none"> • How effectively did the Tudors restore and develop the powers of the monarchy? • In what ways and how effectively was England governed during this period? • How did relations with foreign powers change and how was the succession secured? • How did English society and economy change and with what effects? • How far did intellectual and religious ideas change and develop and with what effects? • How important was the role of key individuals and groups and how were they affected by developments?
Unit 2L Italy and Fascism c.1900- 1945	40%	June 2019	Depth Study This option provides for the study in depth of a period of Italian history during which democracy gave way to Fascism. It requires an exploration of concepts such as liberalism, extremism, Fascism and authority. It also encourages students to reflect on the reasons for political change, the interaction of economic and governmental developments and the factors which promote and sustain dictatorship.
Unit 3 Personal Study: The Holocaust	20%	March 2019	Historical Investigation A personal study based on a topic of student's choice. This should take the form of a question in the context of approximately 100 years.

Career Links

People sometimes think “You can’t do anything with History”. In fact, nothing could be further from the truth. Good historians have the ability to read, understand and process a lot of information quickly in order to produce confident, concise, articulate and rational judgements. They ask searching and pertinent questions and are not easily fobbed off. As a result they are highly sought after in a number of occupations: broadcasting, journalism and the legal profession for example. Some of us just prefer to teach!

For further information please speak to Mr Burns

Mathematics (A Level, AQA)

This is a linear two year course covering Pure Mathematics, Mechanics and Statistics, thus giving all students a good grounding in a variety of Mathematical areas. The course emphasises understanding and application of new theory. The final examinations consist entirely of problems to solve, rather than reproduction of lesson notes. So, although you will undoubtedly make notes as you progress through the two year course, the most important aspect of your studies will be practising solving problems and applying the theory covered. To be successful, you must have, or develop, a willingness to tackle questions and become involved with the work. Good students regularly use their private study periods to see staff for one-to-one consultation and this practice is actively encouraged.

Entry Requirements: Grade 6 in Maths GCSE (Grade 7 or above is recommended).

Course Content

Exams	%	When?	Content
Paper 1 (2 hours) Pure Mathematics	33%	June of Year 13	Includes all aspects of pure mathematics, including proof, algebra and functions, sequences, trigonometry, exponentials and logs, calculus and numerical methods.
Paper 2 (2 hours) Pure and mechanics	33%	June of Year 13	Includes all content from paper 1 plus mechanics content (vectors, kinematics, forces, Newton's laws, moments)
Paper 3 (2 hours) Pure and statistics	33%	June of Year 13	Includes all content from paper1 plus statistics content (statistical sampling, data presentation, probability, distributions, hypothesis testing)

Students taking Mathematics as an AS qualification only would complete the following exams at the end of year 12:

AS Exams	%	When?	
Paper 1 (90 minutes) Pure and mechanics	50%	June of Year 12	Includes all aspects of pure mathematics, including proof, algebra and functions, sequences, trigonometry, exponentials and logs and calculus. Also includes elements of mechanics (vectors, kinematics, forces and Newton's Laws).
Paper 2 (90 minutes) Pure and Statistics	50%	June of year 12	Includes all aspects of pure mathematics, including proof, algebra and functions, sequences, trigonometry, exponentials and logs and calculus. Also includes elements of statistics (statistical sampling, data presentation, probability, distributions, hypothesis testing)

Career Links

For further information please speak to Mrs Usoro or Mr Blundell

Further Mathematics (A Level, AQA)

The Further Mathematics course is aimed at those people who want a mathematically challenging experience! Conceptually demanding, but very enjoyable and rewarding, the course is excellent preparation for the study of Mathematics at university (or a Mathematics-related subject).

Further Maths A level is always taken alongside A level Maths and there is a significant overlap between the contents of the two A levels.

Entry Requirements: GCSE grade 8 in Maths

Course Content

Exam	%	When?	Content
Paper 1 (2 hours) Pure	33%	June of Year 13	Contains Pure Mathematics topics, and includes further work on algebra, polar coordinates, complex numbers, matrices and hyperbolic functions.
Paper 2 (2 hours) Pure	33%	June of Year 13	The same content as Paper 1
Paper 3 (2 hours) Applied	33%	June of Year 13	This question paper will cover two of the applied units from: <ul style="list-style-type: none">• Mechanics• Discrete Maths• Statistics Decisions on which applied topics to be studied will be made during the course.

Students taking Further Mathematics as an AS qualification only would complete the following exams at the end of Year 12:

AS Exams	%	When?	Content
Paper 1 (90 minutes) Pure	50%	June of Year 12	Contains Pure Mathematics topics including complex numbers, further calculus, polar coordinates, hyperbolic functions and further algebra and functions.
Paper 2 (90 minutes)	50%	June of Year 12	This question paper will cover two of the applied units from: <ul style="list-style-type: none">• Mechanics• Discrete Maths• Statistics Decisions on which applied topics to be studied will be made during the course.

Career Links

For further information please speak to Mrs Usoro or Mr Blundell

Music (A Level, WJEC)

Entry Requirements: There are no formal requirements for students who wish to study Music at AS and A level, save for an all-round interest in music for its own sake. The student who has completed GCSE Music with a good grade and/or already knows something of how chords are put together, how rhythms are notated and how to read music in the bass clef, will feel particularly well prepared. It is also worth stating that the course contains sufficient academic rigour and broad educational value to be attractive to students regardless of their futures.

Course Content

A Level Exams	%	When?	What?
1: Performing	35/ 25%	Ongoing Examined in Term 4 in Year 13	<p>Option A - Solo and/or ensemble performance: Performance of at least 3 pieces. At least one must be as a soloist. Performance should last between 10 and 12 minutes and be of approximately Grade VI standard. Pieces must reflect at least two different areas of study.</p> <p>Option B - As above, but 6-8 minutes and at least two pieces. Assessed by a visiting examiner.</p>
2: Composing	25/ 35%	Ongoing Submitted at the start of Term 5 in Year 13	<p>Option A - Two contrasting compositions: Compositions should be 4 to 6 minutes in total. One piece should reflect an aspect of the Western Classical Tradition and be in response to a brief set by WJEC. The second piece is a free composition.</p> <p>Option B - As above, but three compositions that should be 8-10 minutes in total and a third piece should reflect a different area of study.</p>
3: Appraising	40%	Examined in the Summer of Year 13	<p>One written/listening examination: Area of study A: Western Classical Tradition – The Development of the Symphony Area of study B/C/D: Rock and Pop, Musical Theatre or Jazz Area of study E/F: Into the 20th Century or into the 21st Century.</p> <p>The exam will consist of: Set work analysis, extended responses and wider context, unprepared extracts of music with and without a score, comparison questions.</p>

Career Links

Studying A level Music is excellent preparation for a Music Degree or going on to Music College. It also develops a broad range of skills useful in any sphere of further education.

For more information please contact Mrs Cooper.

Music Technology *(A Level, Edexcel)*

This course teaches you the theory and practice of Music Technology today. This will be approached through three areas of study. These are:

- Recording and production techniques for both corrective and creative purposes
- Principles of sound and audio technology
- The development of recording and production technology

Through these areas of study you will learn how to:

- produce performances using sequencing software in a range of musical styles
- develop the skills required to make high quality digital recordings
- learn how to compose and arrange using music technology
- develop your knowledge of the principles and development of music technology
- learn how to control and interpret data

Entry Requirements: A pass at GCSE Music is preferred but not essential. It is also important that you have an understanding of music notation. You will also need to be able to play or have a good grounding in at least one instrument.

A Level Exams	%	When?	What?
1: Recording	20%	<i>Ongoing</i> Submitted in Term 5 in Year 13	In this unit you will create a recording, chosen from a list of songs. You will learn the production tools and techniques needed to capture, edit, process and mix an audio recording.
2: Technology-based Composition	20%	<i>Ongoing</i> Submitted in Term 5 in Year 13	In this unit you will produce a composition to a brief set by Edexcel. You will learn about creating, editing, manipulating and structuring sounds to produce a technology-based composition.
3: Listening and Analysing	25%	Examined in Summer of Year 13	This is a written examination that tests your knowledge and understanding of recording and production techniques and principles, in the context of a series of unfamiliar commercial recordings. There are three areas of study: <ul style="list-style-type: none"> • Recording and production techniques for both corrective and creative purposes • Principles of sound and audio technology • The development of recording and production technology.
4: Producing and Analysing	35%	Summer of Year 13	This is a written and practical examination that tests your knowledge and understanding of editing, mixing and production techniques, to be applied to unfamiliar materials provided by Pearson in the examination. There are two areas of study: <ul style="list-style-type: none"> • recording and production techniques for both corrective and creative purposes • principles of sound and audio technology.

Career Links

This course would be excellent grounding for various Music Technology further education courses, from creative to technical. It would also be useful for going on to a 'straight' music course in conjunction with Music A level. In the past students have also gone on to study Computer Programming and other ICT/Technology courses.

For further information please contact Mrs Cooper or Mr Mortimer.

Performing Arts *(OCR Level 3 Cambridge Technical)*

The Performing Arts Level 3 certificate, which is equivalent in terms of UCAS points to an A Level, is a broad-based qualification that provides the opportunity for you to explore the world of Performing Arts in a practical way. You will be given the opportunity to specialise in Dance, Drama or Music through mandatory and optional units. As there is no formal written examination units are assessed through live performance, video evidence, log books and presentation folders.

Entry Requirements: The usual Sixth Form entry requirements, plus an aptitude in at least one of the three main disciplines.

Course Content

Mandatory Units	Credit Value	When?	Content
Skills development in Performing Arts	10	Internally assessed	<p>This unit will equip learners for the Performing Arts Industry environment; they will work to develop their practice and explore new skills in their specialist art form or technical area.</p> <p>They will produce a skills development plan and keep a record of their work as it progresses, and they will practice honest self-assessment and be able to place themselves in the right position for employment and further training opportunities.</p>
Professional practice in Performing Arts	10	Internally assessed	<p>This unit will give learners the strategies, attitudes and survival skills for sustaining a career in the performing arts industry.</p> <p>They will learn to self-promote and respond to employment opportunities as well as learning when and how to adapt to a quickly changing economic landscape. It will also give learners an understanding of the expectations of potential employers and bookers so that they can maximise their chances of getting work as a freelancer in a fiercely competitive environment.</p>
Community arts project	10	Internally assessed	<p>This unit gives learners the opportunity to develop and realise a community arts project.</p> <p>They will consider their creative skills and preferences and think about how these can be utilised in a way that benefits a community or a defined group of participants who may otherwise have little access to the project's content.</p> <p>They will develop knowledge and understanding of administration and planning as well as the creative skills and techniques applicable to a project, learning how to evaluate it in a way that will underpin future projects and professional contexts.</p>

Examples of Core Units (shaded) and Optional Units (unshaded)							
Performing Arts business	10	Theatre in education	10	The practice of directing for theatre	10	Dance in the community	10
Historical context of performance	10	Contemporary performance	10	Musical theatre performance	10	Singing techniques and performance	10
Performance workshop	10	Researching current issues in Performing Arts	10	Choreographing dance	10	Working as a session musician	10

Career Links

Performing Arts can lead to further study in Performing Arts, Combined Arts, Dance, Drama, Music and Arts Administration at degree and HND level. Students may also choose to use their qualification to go straight into employment, rather than go on to higher education.

For more information please see Mr Bannister (Drama), Mrs Cooper (Music), and Mrs R Lewis (Dance)

Physical Education *(A level, OCR)*

Entry Requirements: Grade B in Double Science or Biology and 5 in Maths GCSEs. Success in and enjoyment of the theoretical component at GCSE PE would form a sound basis for this course.

Course Content

A Level	%	When?	Content
Component 1:	30%	May/ June 2019 2 hour exam (90 marks)	<p>Physiological Factors Affecting Performance</p> <ul style="list-style-type: none"> Anatomy and Physiology Exercise Physiology Biomechanics <p>Section A: 10 marks, short-answer questions on any topic. Section B: 3 x 20 mark questions. One question per topic. The 20 marks will be broken down into part questions Section C: 1 x 20 mark extended response 'synoptic' question which links two or more topics.</p>
Component 2:	20%	May/ June 2019 1 hour exam (60 marks)	<p>Psychological Factors Affecting Performance</p> <ul style="list-style-type: none"> Skills Acquisition Sports Psychology <p>Section A: 10 marks, short-answer questions on any topic. Section B: 2 x 20 mark questions. One question per topic. The 20 marks will be broken down into part questions. Section C: 1 x 10 mark extended response 'synoptic' questions which links two or more topics.</p>
Component 3:	20%	May/ June 2019 1 hour exam (60 marks)	<p>Socio-cultural and Contemporary Issues Sport, Society and technological influences</p> <p>Section A: 10 marks, short-answer questions on any topic. Section B: 2 x 20 mark questions on any part of this component. The 20 marks will be broken down into part questions. Section C: 1 x 10 mark extended response 'synoptic' questions which links two or more topics.</p>
Component 4:	30%	N/A	<p>Performance within Physical Education Performance or coaching practical. (30 marks) Evaluation and analysis of performance for improvement. (30 marks)</p>

Career Links

This course offers a solid foundation for degree level studies in Physical Education and related subjects, and it can also be used as part of your entry qualification for a number of other degree courses. Students who wish to continue with sports studies other than at university can consider a GNVQ Leisure and Recreation course or the BTEC National Diploma Science (Sports) award.

For further information speak to Mr Stephens, Mr Thompson, Miss Groves or Mr A Moore

Physics (A Level, OCR Advancing Physics B)

The OCR B course covers both the fundamental ideas and some of the more modern concepts of Physics. From classic Newtonian Physics to 21st century Imaging and Communication, the students learn how each topic is relevant to our everyday life and society. Physics is all around us but we are still searching for answers to some of the biggest questions. The whole A level course covers the physics of how atoms work on the smallest scale to how the universe works on the largest scale.

From the outset students are taught the theoretical knowledge and practical skills necessary to fully understand the broad range of theories covered in the A level course. The course is designed to develop experimental, communication and mathematical skills as well as to encourage you to question the world around us.

You will be taught the mathematical skills you need for the course in order to explain principles and apply theories to solve problems. The A level Mathematics courses do complement Physics very well, but are not essential for students who wish to study A level Physics.

In order to be successful you are expected to practise the work we do outside of lessons and to read around the subject to deepen understanding.

Teaching modules:

- **Year 12:** Imaging, Signalling, Sensing, Mechanical Properties of Materials, Wave and Quantum Behaviour, Space, Time and Motion.
- **Year 13:** Radioactivity, Matter, Particles, Electromagnetism, Charge and Fields, Space and the Universe

Entry Requirements:

In 'Double Science': Two Bs overall in the examination elements.

In 'Triple Science': B overall in the examination element of the Physics exams, plus another B in the examination element of another Science GCSE. Note: to identify the 'in examination elements' we look at the grade for individual papers and disregard the ISA grade.

In addition to the science results, we require a minimum of a grade 6 in Mathematics.

Course content

Units	%	When?	Content
Fundamentals of physics (Component 01)	41%	June 2019	This component is worth 110 marks and assesses content from across all teaching modules. Learners answer all questions. Section A contains multiple choice questions. This section of the paper is worth 30 marks. Sections B and C include short answer question styles (structured questions, problem solving, calculations, practical) and extended response question styles. This section of the paper is worth approximately 80 marks.

Scientific literacy in physics (Component 02)	37%	June 2019	<p>This component is worth 100 marks and assesses content from across all teaching modules and places a particular emphasis on scientific literacy. Learners answer all questions.</p> <p>Section A and B include short answer question styles (structured questions, problem solving, calculations, practical) and extended response question styles. This section of the paper is worth approximately 75 marks.</p> <p>Section C includes short answer question styles and extended response question styles based on the prerelease Advance Notice article. This section of the paper is worth approximately 25 marks.</p>
Practical skills in physics (Component 03)	22%	June 2019	<p>This component is worth 60 marks and assesses content from across all teaching modules, placing a particular emphasis on practical skills. Learners answer all questions.</p> <p>Section A includes short answer question styles (structured questions, problem solving, calculations, practical) and extended response questions. This section is worth approximately 40 marks.</p> <p>Section B takes the form of a longer structured question (practical, problem solving, calculations, extended response) focusing on data analysis. This section is worth approximately 20 marks.</p>
Practical Endorsement	Pass or Fail	June 2019	Course endorsed practical skills are assessed continuously by the teacher(s) and only at the completion of the course is a pass or fail assessment submitted to the exam board.

Career Links

A Level Physics is widely respected and highly valued by employers and institutions alike. Students who have studied Physics have gone on to do apprenticeships or study varying types of Engineering, Physics, Computer Science, Law, Product Design, Naval Architecture, Radiography, Audio Technology, Finance and much, much more.

For further information please contact Dr Evans

Psychology (A Level, AQA)

Psychology is the study of the mind and behaviour. It asks why people feel, think and act the way they do. Studying Psychology will help you develop a number of skills, including how to:

- view the world from different perspectives
- develop critical reasoning skills
- put across your point of view fluently
- plan and conduct scientific investigations
- analyse and interpret data

This means that Psychology students are not just knowledgeable of psychological subject matter, but are well equipped for all sorts of study or employment opportunities. A level Psychology involves essay writing, class discussion, reading and research.

Entry Requirements: *Minimum* GCSE grade requirements are grade 5 in Mathematics and *at least one* grade 6/B (where applicable) in an essay-based subject (English Language, English Literature, History, Religious Studies or Sociology).

Course content

Units	%	When?	Content
Paper 1	33.3 %	June 2019	Two hour exam. Multiple choice, short answer questions and extended writing. <ul style="list-style-type: none">• Social Influence• Memory• Attachments• Psychopathology
Paper 2	33.3 %	June 2019	Two hour exam. Multiple choice, short answer questions and extended writing. <ul style="list-style-type: none">• Biopsychology• Approaches in Psychology• Research Methods
Paper 3	33.3 %	June 2019	Two hour exam. Multiple choice, short answer questions and extended writing. <ul style="list-style-type: none">• Issues and Debates in Psychology• Gender or Relationships (teacher dependent)• Aggression• Schizophrenia

Career Links

Psychology can help your career directly, such as becoming a Psychologist (of which there are many different types), therapist or mental health worker. Psychology can also have indirect links to other careers, such as Law, HR, Advertising, Marketing, PR, Teaching and so on.

For further information please see Mr Sare

Religious Studies: Philosophy and Ethics *(A Level, AQA)*

This course is the most popular route to Philosophy in the UK, and as such recognised for this at universities. It develops critical and analytical thinking through studying western Philosophy and Ethics. A thoughtful and inquiring approach is required. Lively discussions, seminar presentations, videos, and conferences all form part of the course, to enable you to extend your ideas and to become adept thinkers.

Entry Requirements: Grade 5 in English Language at GCSE (and preferably a B in Religious Studies).

Course Content:

Unit	%	When?	Content
Paper 1: Philosophy and Religion	50%	June 2019	<p>These topics will be studied with reference to Philosophy and Christian Theology:</p> <ul style="list-style-type: none"> • God/gods/Ultimate Reality; Life after death; The challenge from science; The nature and role of religion; Sources of wisdom and authority. • Arguments for the existence of God; Evil and suffering; Religious experience; Religious language; Miracles; Self and life after death; The nature and function of religion. • How religion is influenced by, and influences, philosophy of religion in relation to the issues studied
Paper 2: Ethics, Religion and Society	50%	June 2019	<p>These topics will be studied with reference to Philosophy and Christian Ethics:</p> <ul style="list-style-type: none"> • Key moral principles; Religious identity; Religion and sexual identity; Religious pluralism; Ethical theories. • Issues of human life and death; Issues of animal life and death; Introduction to meta ethics; Free will and moral responsibility; Conscience; Bentham and Kant. • How religion is influenced by, and influences, ethical studies in relation to the issues studied.

Career Links

The subject is useful as a traditional academic subject, providing a secure foundation for any future direction. Students who have recently studied this course have gone to university to read a diverse range of degrees including Law, History, Mathematics and Philosophy, French and Philosophy, and Accounting. Some have continued their interest through Theology and Philosophy degrees. Others have gone into Nursing and Theatre Studies.

For further information speak to Miss Fermin

Science (Applied) *(AQA, Level 3 Extended Certificate)*

To obtain the extended certificate students must follow a two year course covering the units below

Entry Requirements: GCSE grade CC in at least Double Science and at least a 4 in Maths.

Course Content : Year 12

Units	%	When?	Content
Unit 1 Key Concepts in Science (written exam)	16.6%	June 2018	<p>This is predominantly a theoretical unit in which learners develop their knowledge and understanding of key concepts in science and how they are applied to medical, healthcare, food, environmental, pharmaceutical and material industries. Key areas include:</p> <ul style="list-style-type: none"> • Cell structure • Transport mechanisms • Heart • Homeostasis • Breathing and cellular respiration • Photosynthesis and food chains • Atomic structure • The Periodic Table • Amount of substance • Bonding and structure • Enthalpy changes • Useful energy and efficiency • Electricity and circuits • Dynamics
Unit 2 Applied Experimental Techniques (portfolio)	16.6%	June 2018	<p>Learners will produce six scientific reports about six different experimental techniques (2 x biology, 2 x chemistry and 2 x physics). The six experimental techniques include:</p> <ul style="list-style-type: none"> • Rate of respiration • Light dependent reaction in photosynthesis (the Hill reaction) • Volumetric analysis • Colorimetric analysis • Resistivity • Specific heat capacity
Unit 3 Science in the Modern World (written exam with pre-release material)	16.6%	January 2018	<p>This unit enables learners to analyse and evaluate scientific information, to develop critical thinking skills and to understand the use of the media to communicate scientific ideas and theories. We will also look at the varied roles scientists can perform in an organisation such as biologist, chemist, geneticist, ecologist and material scientist. Learners will cover the benefits of scientific roles to society and the scientifically-related skills needed to undertake certain roles.</p>

Course Content: Year 13

Units	%	When?	Content
Unit 4 The Human Body (written exam)	16.6%	June 2019	This unit is designed to develop an understanding of human anatomy and physiology. Key areas include: <ul style="list-style-type: none">• Digestive system and diet• Musculoskeletal system and movement• How oxygen is transported in the blood and how physiological measurements can be applied• The structure and function of the nervous system and brain• Nerve impulses
Unit 5 Investigating Science (portfolio)	16.6%	June 2019	The purpose of this unit is for learners to undertake the role of a research scientist. Learners will research a topic and develop an outline for the practical investigation. They will perform the investigation and present their findings.
Unit 6 Optional unit (portfolio)	16.6%	June 2019	Optional unit to choose from: <ul style="list-style-type: none">• Microbiology• Medical physics• Organic chemistry <p>This is the only optional unit of the course. Learners will carry out a practical investigation relating to microbiology, medical physics or organic chemistry.</p>

Career Links

This qualification is supported by a range of universities, and taken alongside other qualifications it can fulfil the entry requirements for a number of science-related higher education courses, including biomedical, forensic and sports science, as well as nursing. This qualification could also support learners in progressing to a related apprenticeship or into employment.

For further information please see Mr Lake or Mrs Thomas

Sociology (A Level, AQA)

Sociology studies the structure, dynamics and 'functioning' of society. Studying sociology offers insights into social and cultural issues. It helps students develop a multi-perspective and critical approach to understanding issues around identity, education, poverty, religion, crime, culture and inequality. The Sociology A level course enables students to develop a number of new skills, including how to:

- use evidence to present arguments
- investigate facts and use deduction
- understand the world around you
- put over your point of view fluently
- be critical of the news/media
- work as a team to achieve results

As an academic discipline Sociology demands the ability to cope with a variety of theoretical perspectives and the need to be able to write well-structured and evaluative essays. Teaching methods include class discussion, presentations, statistical analysis and evaluation of sociological theories and research studies. Written work will be regularly set and students will need to spend time out of lessons consolidating knowledge through wider reading and practising extended writing/essays.

Entry Requirements: Grade 5 in GCSE English Language or Literature and a grade 5/B in another essay-based GCSE subject (e.g. English Literature, English Language, History, Sociology or Religious Studies).

Course content

Units	%	When?	Content
Paper 1	33.3%	June 2019	Two hour exam. Short and extended writing questions on the topics of Education and Methods in Context (of Education) . Extended writing question on Theories and Methods in Sociology. All these topics are compulsory.
Paper 2	33.3%	June 2019	Two hour exam. Extended writing questions on the optional topics. Section A: Health or Work, Poverty and Welfare - teacher dependent. Section B: Beliefs in Society or Global Development – teacher dependent.
Paper 3	33.3%	June 2019	Two hour exam. Short and extended writing questions on the topic of Crime and Deviance . Extended writing question on Theories and Methods in Sociology. All these topics are compulsory.

Career Links

Sociology is a great choice of subject for people who want a career in the public sector, such as the Police, Social Work, Nursing or Medicine. However the subject is also useful in a number of other careers, like Marketing, Advertising, PR, Journalism, Law or Teaching.

For further information please speak to Miss Browne (Subject Leader)

Spanish (AQA, A Level)

“It is arrogant to assume that we can get by in English or that everyone else will speak our language. Learning a foreign language is polite, demonstrates commitment – and in today’s world is absolutely necessary.”

Sir Trevor MacDonald, Chair, Nuffield Language Inquiry

The A level Spanish course builds on the knowledge, understanding and skills gained at GCSE. You will gain a range of transferable skills including communication, critical thinking, research skills and creativity. As well as developing your language skills, you will widen your knowledge and understanding of themes relating to the culture and societies where Spanish is spoken. Examples include technological and social changes, highlights of Spanish-speaking artistic culture, including Hispanic music and cinema as well as current issues affecting the Spanish-speaking world. The most successful A level linguists have always shown a commitment to and an enjoyment of the subject which extends way beyond the classroom. We encourage you to read foreign language magazines, newspapers and books, participate in theatre and cinema visits, and attend lectures out of school. You will also be eligible to participate in our Exchange visit to Salamanca or organise your own study trip or work experience in a Spanish-speaking country.

Entry Requirements: B grade in GCSE Spanish.

Course Content

A level	%	When?	Content
Paper 1 Listening, Reading and Writing 2 hours 30 minutes	40%	June 2019	Listening and responding to spoken passages from a range of contexts and sources. Reading and responding to a variety of texts written for different purposes, drawn from authentic resources. Translation from Spanish into English. Translation from English into Spanish.
Paper 2 Writing 2 hours	30%	June 2019	Either one question in Spanish on a set text, or one question on a set film, or two questions on set texts. Questions will require a critical and analytical response to the work studied.
Paper 3 Speaking 21-23 minutes	30%	May 2019	Discussion of a sub-theme based on a stimulus card (5 - 6 minutes) Presentation (2 minutes) and discussion (9 - 10 minutes) of individual research project

A one year AS qualification in Spanish is also available and will be examined in May/June 2018.

Career Links

You could study Spanish at degree level either alone or as part of a combined degree, and you will have developed the skills to learn new languages. A variety of career options are open to students of Spanish, whether you choose to work at home or abroad, for example in business, engineering, scientific research, technology, the leisure industry or teaching.

For further information see Miss Maguire

ADDITIONAL INFORMATION

Financial assistance via the 16 – 19 Bursary Fund

The 16-19 Bursary Fund is allocated to the school by the Education Funding Agency. It is designed to support post-16 students in full-time education with the financial challenges of their continuing education.

There are three parts to the scheme:

- Students who meet certain exceptional criteria (i.e. young people in care or care leavers) are eligible for an annual grant of £1,200.
- Students who are eligible for free school meals are entitled to claim regular monthly payments of up to a maximum of £50 throughout the year.
- Other students whose parents/carers are in receipt of Child Tax Credits are also able to claim back expenses related to their studies, including transport to school.

Full details and application forms for the 16-19 Bursary Fund will be given to all students during their Induction, again at the start of Year 12 and are also available on the school website, www.backwellschool.net

Home to School Transport

Concessionary transport: North Somerset does not provide transport beyond the compulsory age of 16, except for those with special needs. There is a concessionary travel scheme whereby a student not entitled to transport may be able to take up a spare seat on a hired vehicle. For enquiries, please contact North Somerset Council's home to school transport department.

Student West Cards: For travel from Weston-Super-Mare and Bristol by bus, most students find it very good value to obtain a Student West Card directly from a First Group outlet. Do note that these cards can also be used in the evenings and at weekends. More information can be found on www.firstgroup.com/bristol-bath-and-west/tickets/ticket-types/young-people-16-21-and-students

Train: The best value train ticket is the School Season Ticket currently offered by Severnside Community Rail Partnership in conjunction with First Great Western. More information can be found on www.severnside-rail.org.uk. For details of fares and to purchase tickets please phone First Great Western on 0845 6786972.

Car parking: There are limited spaces available for Sixth Form parking in school. Permits are granted to those who fill in the necessary paperwork and provide insurance information. These are allocated on a first-come-first-served basis to those living outside the Backwell area: it is unusual, therefore, for Year 12 students to be given permission to park in school. Please note that the car park at Backwell Leisure Centre is for patrons only.

Motorbikes and Bikes: There is parking for bicycles and mopeds. Moped drivers need a permit as described for car drivers above.

Timetable for entry to the Sixth Form, 2017

November	Backwell Sixth Form Open Evening: Thursday 17 November 2016, 7.00 pm
December	Deadline for applications: Friday 9 December 2016
January-February	Subject choice interviews for current Backwell students
January-March	Students from other schools who have submitted application forms will be invited to subject choice interviews at Backwell
May-June	GCSE examinations
June	Sixth Form Induction Course (provisional date): Friday 30 June 2017
August	GCSE results: Thursday 24 August 2017
September	Term begins on Monday 4 September 2017*

*Information on Inset days has yet to be confirmed.

Policy of Year 12 Admissions, September 2017

The maximum size of Year 12 is expected to be 240 students, subject to their fulfilling the entry criteria and subject to class size in their chosen subjects. We are pleased to receive external applications to Year 12. We typically admit an average of 40 to 50 external students each year.